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ABSTRACT

This project provides in-service training to vocational educators and related personnel in order to equip them with competencies required to develop and direct more adequate and relevant programs of vocational education for people in rural areas. The project provided in-service training for 452 participants from 49 states and the District of Columbia. More than 75 consultants were used in seven institutes, which produced 59 varied papers that are included in the final institute reports. Two background documents produced as part of the common training package (The Changing Educational Needs of Rural People and Guide to Innovation in Education) are appended. Of the 452 participants, 400 prepared plans for utilizing the institute output in their own programs upon returning home. A follow-up of participants indicated that 82 percent of those who responded were able to implement their plans. Numerous plans and recommendations were produced during the institutes which show great promise for improving the quantity and quality of vocational education in rural areas. Based on the immediate and follow-up evaluations of the seven institutes, it is concluded that all of them were at least partially successful in attaining the objectives of the multiple institute project. A 17-item bibliography and several appendixes are included. (Author/MJM)

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FINAL REPORT

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Project No. 9-0472
Grant No. OEG-0-9-430472-4133(725)

NATIONAL INSERVICE TRAINING MULTIPLE INSTITUTES FOR VOCATIONAL AND RELATED PERSONNEL IN RURAL AREAS

Charles H. Rogers
Project Director

Center for Occupational Education
North Carolina State University at Raleigh
Raleigh, North Carolina

December, 1971

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The Multiple Institute Program reported herein was performed pursuant to a contract with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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Charles H. Rogers
Project Director

SUMMARY

GRANT NUMBER: OEG-0-9-430472-4133(725)

TITLE: National Inservice Training Multiple Institutes for Vocational and Related Personnel in Rural Areas

PROJECT DIRECTOR: Charles H. Rogers, Associate Professor
Center for Occupational Education

INSTITUTION: North Carolina State University at Raleigh,
Raleigh, North Carolina 27607

GRANT PERIOD: 1 July 1969 to 31 December 1971

Purpose and Objectives

The central purpose of the project was to provide inservice training to vocational educators and related personnel in order to equip them with competencies required to develop and direct more adequate and relevant programs of vocational education for people in rural areas, with special emphasis on fulfilling the provisions of the Vocational Education Amendments of 1968. This purpose was translated into the following project objectives: (1) the preparation of a training package designed to orient the participants of the inservice training institutes to the special vocational education needs of people in rural areas, and to develop ways by which the problems associated with these needs may be resolved; (2) the organization and conduct of seven inservice training institutes addressed to providing more relevant vocational education for the people in rural areas in the nation, considering the special problems of providing vocational education in rural areas and the programmatic provisions of the Vocational Education Amendments of 1968; (3) the direction of the activities of the participants in the inservice education institutes toward producing new models for vocational education in rural areas which may be introduced in the states or areas represented by the participants; (4) the initiation of a chain reaction to facilitate the translation of the products of the institutes into action programs designed to improve the quality and quantity of vocational education in rural areas; and (5) the assessment of the efficacy of the project expressed in terms of both short-range changes in behaviors and attitudes and long-range changes in the development of more relevant programs of vocational education, and in terms of the initiation of new models of vocational education as exemplary programs and projects.

Procedures

Directors for the seven institutes were selected through the Southwide Research Coordinating Council. Each institute director, the central project staff, and the U.S.O.E. Project Officers served as a steering commitee to plan, develop, and coordinate the project. The Center for Occupational Education served as the agency for administering the project

and for housing the central management staff. The central management staff contracted with five institutions to conduct five of the institutes and conducted two others under the auspices of the Center for Occupational Education. In collaboration with the steering committee, each director developed the content and activities of his institute. The central staff developed a common training package to be used in each institute, conducted state orientations to the project, selected the participants for the institutes, administered the project funds, conducted the multiple institutes evaluation, and provided communication and coordination among the seven institutes. The specific activities and procedures of each of the seven institutes are included in their individual final reports.

Results

The project provided inservice training for 452 participants from 49 states and the District of Columbia. More than 75 consultants were used in the seven institutes, which produced 59 varied papers that are included in the final institute reports. In addition, two background documents were produced as a part of the common training package. They were The Changing Educational Needs of Rural People by Dr. C. E. Bishop and Guide to Innovation in Education by Dr. Ronald G. Havelock.

Of the 452 participants, 400 prepared plans for utilizing the institute output in their own programs upon returning home. A follow-up of participants indicated that 82 percent of those who responded were able to implement their plans. In addition, numerous plans and recommendations were produced during the institutes which show great promise for improving the quantity and quality of vocational education in rural areas. Based on the immediate and follow-up evaluations of the seven institutes, it is concluded that all of them were at least partially successful in attaining the objectives of the multiple institutes project.

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CHAPTER I

INTRODUCTION

This is a final summary report of seven individual institutes conducted in the National Inservice Training Multiple Institutes for Vocational and Related Personnel in Rural Areas (hereafter to be referred to as Rural Multiple Institutes). A final report for each of the seven institutes has been submitted to the U. S. Office of Education. The seven reports contain the significant content, activities, and outcomes of each institute. Therefore, this report will provide a general summary of the institutes and will concentrate on the planning, management, coordination, and evaluation functions for the overall Rural Multiple Institute project.

Purpose

The Center for Occupational Education at North Carolina State University, acting on behalf of members of the Southwide Research Coordinating Council for Occupational Education,[1] conducted a project of multiple inservice training institutes directed toward improving the quality and quantity of vocational education in the rural areas of the nation. The central purpose of the project was to provide inservice training to vocational educators and related personnel in order to equip them with competencies required to develop and direct more adequate and relevant programs of vocational education for people in rural areas, with special emphasis on fulfilling the provisions of the Vocational Education Amendments of 1968. The program was conceptualized, however, as more than a training program. It was designed to provide inputs with regard to (1) expanding programs of vocational education in accordance with the changing needs of people in rural areas and in agreement with the programmatic provisions of the Vocational Education

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[1]The Southwide Research Coordinating Council for Occupational Education is composed of directors of Research Coordinating Units in 13 southern and southeastern states, representatives of five Regional Education Laboratories, representatives of the Center for Occupational Education, a representative of the Southern Association of Colleges and Schools, and a representative of the Institute of Human Resources of the University of Houston. The proposal was initiated by the Center, for Occupational Education of North Carolina State University at Raleigh on request of the members of the Council, and was conducted as a professional development activity of the Center in consort with the institutions whose members are affiliated with the Council.

A description of the program and objectives of the Southwide Research Coordinating Council for Occupational Education is included in this report as Appendix A.

Amendments of 1968; (2) developing new models to resolve the problems of providing more adequate and relevant vocational education, including vocational guidance; and (3) instituting a chain reaction among the participants to effect change. Therefore, the central purpose of the project included:

1. The preparation of a training package designed to orient the participants of the inservice training institutes to the special needs for vocational education of people in rural areas, and to develop ways by which the problems associated with these needs may be resolved.

2. The organizing and conducting of seven inservice training institutes addressed to providing more relevant vocational education for the people in rural areas in the nation, considering the special problems of providing vocational education in rural areas and the programmatic provisions of the Vocational Education Amendments of 1968.

3. The direction of the activities of the participants in the inservice education institutes toward producing new models for vocational education in rural areas which may be introduced in the states or areas represented by the participants.

4. The initiation of a chain reaction to facilitate the translation of the products of the institutes into action programs designed to improve the quality and quantity of vocational education in rural areas.

5. The assessment of the efficacy of the project expressed in terms of both short-range changes in behaviors and attitudes and long-range changes in the development of more relevant programs of vocational education, and the initiation of new models of vocational education as exemplary programs and projects.

Background and Significance of the Project

The significance of the project is centered in four major issues: (1) the size of the rural population in the United States, (2) the migration problem, (3) the plight of nonmigrants, and (4) the need for more adequate programs of vocational education in rural areas.

The size of the rural population. It has been commonplace in recent years to characterize American society as an urban, industrialized society. Population statistics demonstrate, indeed, that the ratio of urban to rural populations has increased over time to the extent that in 1964 the urban population constituted 70.9 percent of the total population (President's National Advisory Council, 1967, p. 3). Not so commonplace is the recognition that the rural population of the United States, estimated in 1964 to be 55.3 million, constitutes a formidable population. The size of the rural population in the United States has special significance when two comparisons are made:

1. The size of the rural population in 1964 exceeded the total population of the United States in 1880 (Agricultural Research Service, 1954).

2. If the rural population of the United States in 1964 were constituted as a nation within itself, this nation of rural people would have ranked as the tenth largest nation populationwise in the world, exceeding the population of the United Kingdom which actually ranked tenth (Britannica, 1965, p. 652).

Attention is directed to the size of the rural population not to bifurcate the rural and urban populations in the United States, but to demonstrate forcibly that the rural population still constitutes a sizable element that should be reckoned with in the development of educational programs.

Migration from rural to urban areas. From the dawn of civilization, the population of urban areas has been sustained and augmented through the migration of persons from rural areas to urban centers. This generalization applies to the urbanization of the United States. In contemporary American society migration has accelerated not only because of differential fertility rates between rural and urban populations, but also because of technological advances in agriculture which have reduced sharply the utilization of manpower resources in the production of food and fiber. The crux of the problem in recent years has been the migration of unskilled and, in some instances, low literate workers from rural sectors to the industrial centers of population (National Manpower Conference, 1968). Educational policies and social practices have not prepared these persons for a sound economic role in the business and industrial world. This migration pattern is especially potent when related to the migration of black Americans from the rural sectors of the South to the industrial centers of the North. The ferment in the black ghettoes of the North was generated in the sharecropper hovels of the South (National Advisory Commission, 1968).

The migration problem has two dimensions. First, heavy reliance on local taxation for the support of education and the relative autonomy of local school units have mitigated against the development of educational programs designed to prepare persons for occupations which are not located in the local community. The Advisory Council on Vocational Education (1968) emphasized this point when it stated that "rural schools have given little attention to the occupational needs of students who migrate to urban centers." When faced with a choice of alternatives, which includes the allocation of scarce resources, decision-makers at the local level have elected not to provide vocational education for occupations that require or encourage the individual to migrate to seek employment to utilize his skills, nor have they elected to prepare youths and adults for occupations that are not located within the area served by the school.

Second, the school drop-out rate is relatively high among persons who migrate from impoverished areas. The drop-out rate, combined with less than adequate schooling, especially in the erstwhile segregated schools of the South, has contributed to a low level of literacy which is conducive to neither employment nor further vocational training. In the southern states, approximately one-sixth of the population of adults 25 years of age and older have completed less than five years of

schooling (Bureau of the Census, 1967), and the total number of low literate adults in the United States has been estimated at 25 million.

The nonmigrants. The nonmigrants constitute the population with which the President's National Advisory Commission on Rural Poverty (1967) dealt. In its report, the Commission referred to the invisible poor; that is, to the poor people who live in pockets of poverty and who are so widely dispersed that their plight is not as visible as in the urban impoverished areas. The Commission reported that the rural poor population in 1964 was estimated at 13.8 million or 40.9 percent of the total poor population in the United States. Thus, although the rural population constitutes 29.1 percent of the total population, the rural poor population constitutes a disproportionate 40.9 percent of the total poor population.

The nonmigrants are concentrated in the South (Figure 1), but the rural poor are not restricted to farms nor to black people, as the following statement from the report indicates:

> Contrary, to a popular impression, all the rural poor do not live on farms, nor are all of them Negroes. Most live in small towns and villages. Only one in four of these rural families lives on a farm. And of the 14 million rural poor, 11 million are white.
>
> It is true that a higher proportion of Negroes than of whites are poor--three out of five rural nonwhite families are poor. They are heavily concentrated in some areas. In fact, 90 percent of them are clustered in the poorest counties in America. Low income white people are more widely scattered as well as more numerous (President's National Advisory Commission, 1967).

Inadequacy of vocational education in rural areas. Manpower needs in American society are in transition. A changing industrial and occupational mix is in evidence. The shift from a primarily blue-collar and agricultural labor force to a more sophisticated technology continues.

In all the vocational acts beginning with the Smith-Hughes Act of 1917, Congress has been responsive to the shift in manpower needs. The George-Barden Act of 1946 was enacted to meet changes in labor force demands arising since 1917. The Vocational Education Act of 1917, too, came as the result of shifting manpower needs, and funds were made available to provide training programs for occupations not covered by the previous Acts.

The Vocational Education Act of 1963 embodied two basic conceptual changes in vocational education that were recommended by the Panel of Consultants on Vocational Education (1962):

1. that vocational education must be redirected from training in a few selected occupations to preparing all groups in the community for their place in the world of work, regardless of occupation; and

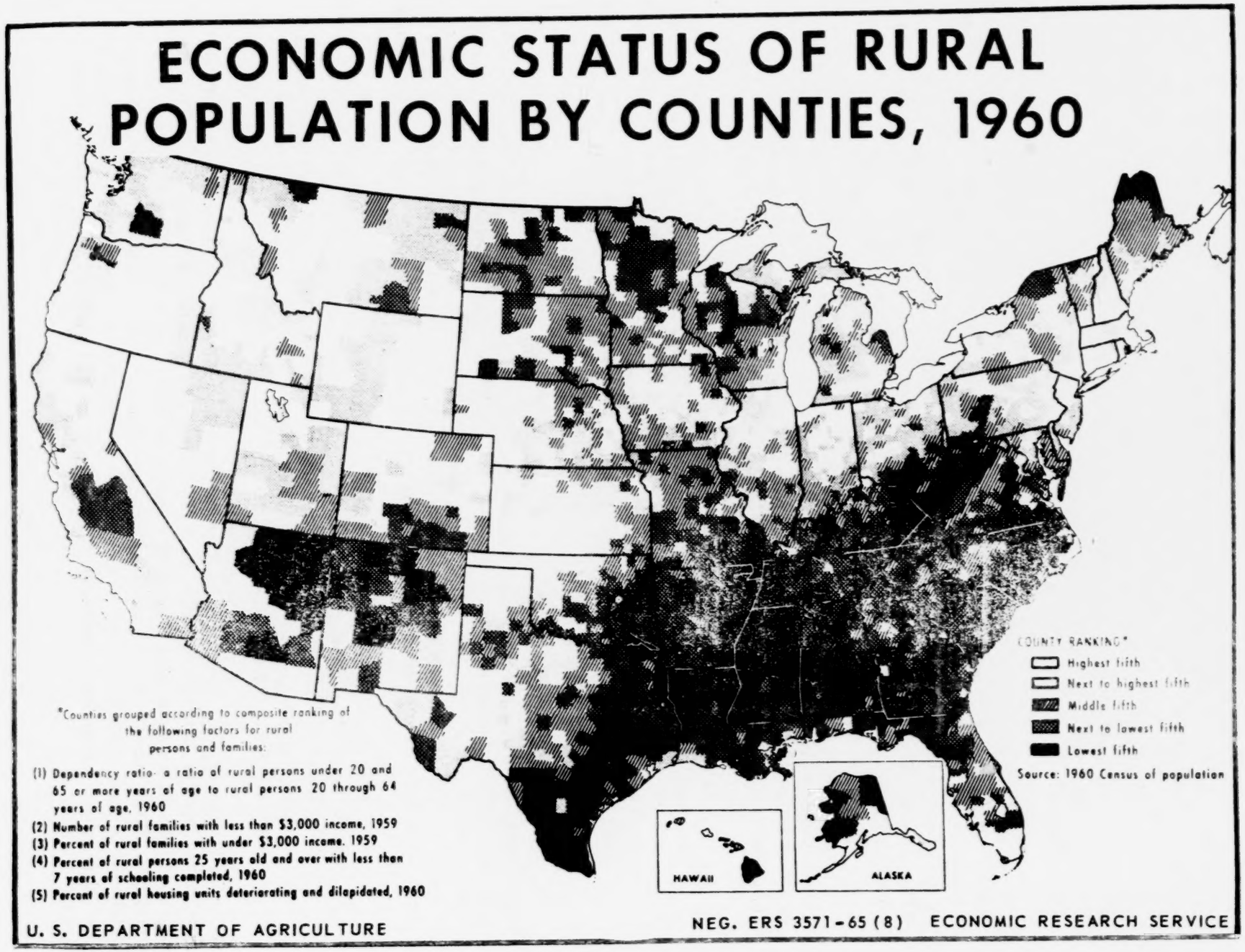

ECONOMIC STATUS OF RURAL POPULATION BY COUNTIES, 1960
COUNTY RANKING*
Highest fifth
Next to highest fifth
Middle fifth
Next to lowest fifth
Lowest fifth
Source: 1960 Census of population
HAWAII
ALASKA
*Counties grouped according to composite ranking of the following factors for rural persons and families:
(1) Dependency ratio- a ratio of rural persons under 20 and 65 or more years of age to rural persons 20 through 64 years of age, 1960
(2) Number of rural families with less than $3,000 income, 1959
(3) Percent of rural families with under $3,000 income, 1959
(4) Percent of rural persons 25 years old and over with less than 7 years of schooling completed, 1960
(5) Percent of rural housing units deteriorating and dilapidated, 1960
U. S. DEPARTMENT OF AGRICULTURE
NEG. ERS 3571-65 (8) ECONOMIC RESEARCH SERVICE

FIGURE 1

2. that vocational education must become responsive to the urgent needs of persons with special difficulties that prevent them from succeeding in a regular vocational program.

The Advisory Council on Vocational Education (1968) stated, "There is little evidence that either of these major purposes has been accomplished thus far." It further declared that "The second main objective--to serve the youths with special needs--has hardly been touched."

One implication of the two new basic purposes which were introduced into the vocational education system of the nation, for rural and urban people alike, is that the operation of programs has not been consistent with national intent as manifested in the Act. This condition is one indication of the inadequacy of rural programs of vocational education.

A second indication of inadequacy of rural programs is lodged in the inherent limitations of rural schools to provide adequately for the preparation of youths and adults for employment in the contemporary labor force. The Advisory Council (1968) stated that:

> Rural high schools tend to be too small to offer more than agriculture, home economics, and office education. Most of their students will ultimately seek urban jobs but have no preparation for urban life. This deficiency has been particularly serious for rural southern Negroes whose resultant plight can be observed in most large cities of the land.

The Advisory Council pointed out that vocational education has been most inadequate for those persons who need it most. The President's Advisory Commission on Rural Poverty (1967) concurred and stated unequivocally that rural people have been shortchanged by an inadequate educational system. Subsequently in the report, the Commission deplored the poor quality of occupational education in public schools and recommended:

> That the Federal Government in cooperation with the States develop and expand occupational education programs that will enable students to adapt to a changing society. Such programs should be developed at the elementary, high school, and post-high school levels.

Toward a new tomorrow. The Vocational Education Amendments of 1968 authorize the designing and implementation of programs to deal with the dilemmas facing the changing world of work in the United States today. Some jobs have disappeared and others have been altered. The relocation of industry and the shifts in market demands have contributed to a flux of manpower needs which must be met in rural and urban areas alike.

The task ahead for vocational educators who serve rural areas is to devise new approaches to providing a relevant vocational education to the people it serves. This task is especially critical in light of

the trends and issues cited above. Reimbursement policies need to be changed to relieve local school units of the economic responsibility to prepare youths for jobs in urban centers. Broader training must be offered to high school youths which will increase their opportunities for employment in a broader labor market. For example, new models are needed to enhance the level of aspiration of rural youth and to acquaint them with employment opportunities available in contemporary society. Drop-out rates must be reduced, and participation in postsecondary programs of vocational and technical education must be increased. Adult Basic Education must be articulated with vocational training so that adults may be trained or retrained for the jobs that are available. Program development for rural people must be tuned to individual interests, aptitudes, needs, and subsequent occupational and educational requirements.

The Rationale

The challenge for new programs and more relevance was matched by the challenge of providing inservice education for vocational educators. It was imperative that high priority be given to updating the technical and/or professional competencies of practicing vocational educators in order that they might adequately respond to the demands being placed upon them. The Rural Multiple Institutes were designed to help vocational educators meet the challenges posed by both an ever-changing technology and the special vocational education needs of youths and adults living in isolated rural areas where school facilities, financial resources, and styles of learning are often different from the more populous regions.

As stated earlier, this inservice program purported to go beyond training *per se*. Effort was made to cast the institutes as working conferences directed toward the production of new models or guides for the initiation of programs designed to resolve the problems of providing adequate vocational education, including vocational guidance, in the rural sectors of the nation. Further, there was interest in establishing the participants as change agents in their respective states, assuming a positive and dynamic role in effecting change. The rationale of the project was directed toward these interests.

The production of change agents. Lippitt, Watson, and Westley have stated that people must change and acquire a facility to implement changes in order to live and work with a medium of satisfaction in the modern world (Lippitt, *et al.*, 1958). The increased need to modify patterns of behavior leads naturally to a demand for professional help in order to maintain a creative relationship with the external world. Chin has dealt primarily with the type of change (i.e., planned change) which these institutes purported to facilitate (Chin, 1963). He has described "planned change" as a deliberative and collaborative process involving change agents--professionals, researchers, theoreticians--and a client system--persons with a need for help in changing themselves or their environment. Planned change permits adaptation to changing social conditions, shapes trends, and produces less social upheaval. Leaders in vocational education must adapt their roles of leadership to accommodate the need for the institution of planned changes in the

programs of vocational education. Utermohlen (1969) has pointed out that the present interest of education in planned change is unparalled in the history of education. This trend is likely to be accelerated as education is thrust into a more dynamic role in effecting change and resolving the social and economic problems of the nation.

Models for planned change. Jung (1967) has identified the role primarily concerned with the propogation of change as a ". . . trainer role . . . under the assumption that training to develop active behavior skills is an especially important part of the learning necessary to increase the potential for planned, purposeful change. Such a trainer is a change agent within a system." The change agent's role provides a linkage between administrators on one hand and research and other resources that could help them do their jobs on the other.

Among the four models of change introduced by Jung, three are especially relevant to the purpose of the project. These models are designated as (1) the derivation model, (2) the action research model, and (3) the identification and diffusion of innovations model.

1. The derivation model. In this model the trainer (i.e., the institute director) conveys pertinent research findings, theory, and other relevant information and facilitates the process of integrating these sources into action programs, both present and proposed. The model is shown in Figure 2.

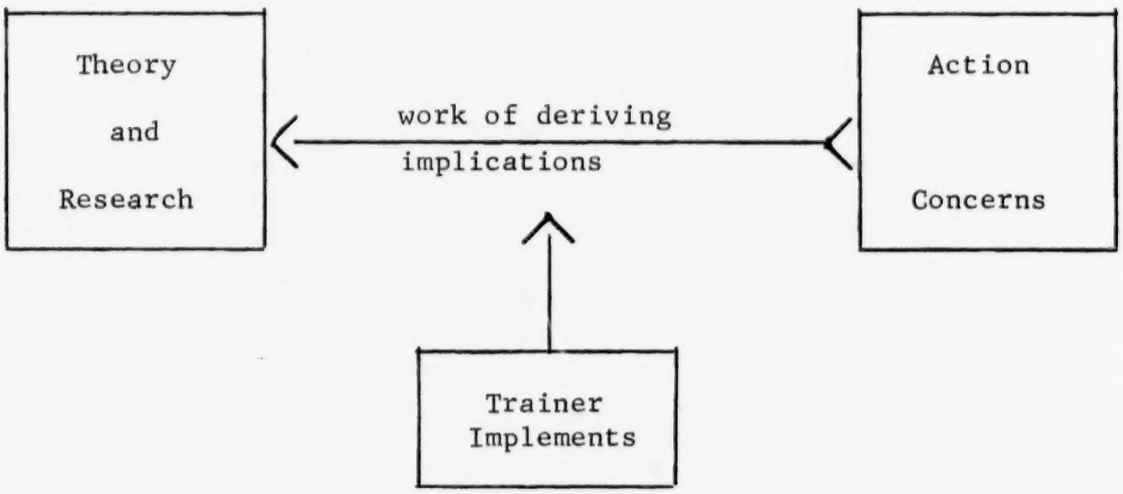


Figure 2. Derivation Model

The inservice education institute directors and their associates served this trainer function by lowering the barriers to the application of existing information from research, theory, and other sources to action programs, the models for which were to be produced as part of the institute. The functions of the institute directors were (1) to delineate the research and theory that were relevant to the problems to which each institute was directed and to arrange for personnel to make overall

presentations; (2) to suggest how specific research or theory might be applied in a given situation; and (3) to interact with and facilitate the interaction among the practitioner/participants. The third function was essential if viable linkage was to be established between what was already known and the problem of providing more relevant programs of vocational education in rural areas. Although information per se can and does produce changes in behavior, information dissemination alone is a relatively inefficient method of educing attitude and behavior changes (Festinger, 1957). Festinger (1954) also postulated that perhaps the "best method" of establishing changes in behavior and attitudes is social interaction in which each participant has the opportunity to "validate" his views by comparing them with other members of his group.

Klapper (1961) has called attention to the role of communication and discussion among persons in effecting change. Members of groups who previously had certain approaches determined not useful from one point of view (i.e., the trainer's) may actually find them to be lodged in a frame of reference that represents a usable approach through the interaction process. This interaction, then, is likely to produce far more change than could be achieved either by the trainer himself or by nondirected interaction among the group members. Lewin (1958) experimentally demonstrated that group discussion and interaction are more superior methods than lectures in changing behavior. He stated that if one wishes to maximize attitude and behavior changes, interaction must be encouraged.

2. The action-research model. This model indicates that the trainer's role in aiding practitioners is the assessment of currently employed techniques, procedures, and practices in dealing with a given problem. This trainer function is very important. Festinger (1957) stated that attitude and behavior changes occur when persons are faced with two incompatible cognitive elements, e.g., "Smoking can impair your health, but you smoke." The trainer has the obligation of pointing out the shortcomings of approaches which are currently employed by practitioners, but which have not been successful. The action-research model is shown schematically in Figure 3.

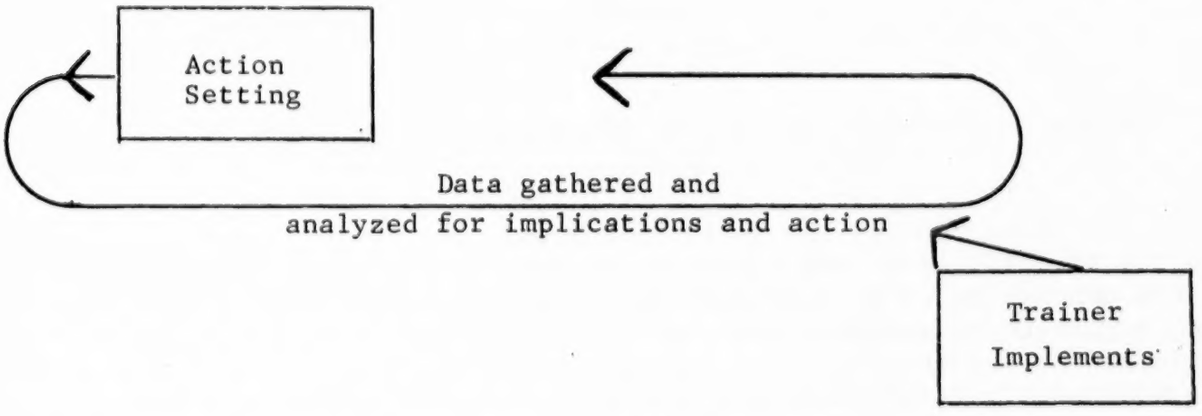


Figure 3. Action-Research Model

The analysis of reasons certain programs fail was conducted overtly, in order that the participant/practitioners might begin to analyze and deal with problems in light of the alternatives presented by the individual trainer. The trainer, i.e., presenter, of necessity sought out questions from the participants which related to the lack of congruence between the practitioners' beliefs and the presenter's frame of reference and answered them on a personal level. Festinger stated that the more internalized the attitudes, the less one makes general statements that are contrary to his beliefs.

The identification and diffusion of innovations model. To this point the discussion of models has dealt primarily with the knowledge that the presenter wished to convey to participant/practitioners. The relationship between research and practice is by no means a one-way street. Practitioners brought to the institutes many non-publicized innovations and many problems of which the presenter may not have been aware. The trainer's role, then, was to identify those innovations and problems and to aid the process of implementing the products of research and establishing the relevance of the innovations to the other practitioners. The interaction between researchers or conveyors of knowledge and practitioner/participants, therefore, was to be productive to both. The success of implementing the identification and diffusion of innovations model was contingent upon the establishment of a close, informal association among the trainers, including presenters, and the participants. Figure 4 shows the identification and diffusion of innovations model.

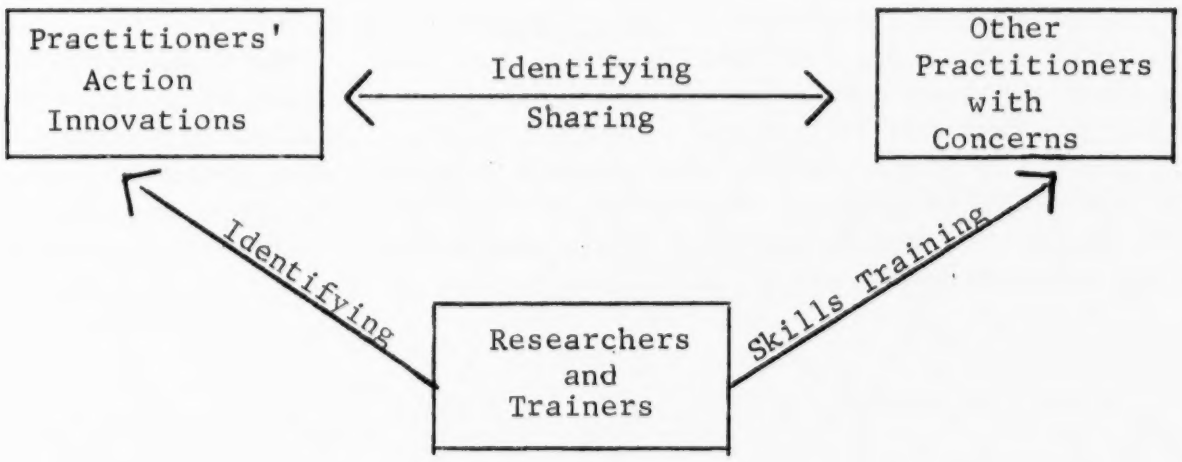


Figure 4. Identification and Diffusion of Innovations Model

The three models--the derivation model, the action-research model, and the identification and diffusion of innovations model--were integrated in the procedures to be developed for directing the working groups within each institute to maximize the contribution of each individual and to maximize the potentiality that the individual participant would act on the knowledge and information presented to him during the institute.

The Objectives

This chapter has presented the purposes of the project and a rationale for translating the products of the several institutes into action programs designed to maximize the probability that change would occur as the result of the financial investment in these institutes. In light of the purposes of the project, the background and significance of the project, and the underlying rationale, the following objectives were specified:

1. The production or acquisition of four basic working papers to serve as vehicles for orienting the participants to problems inherent in designing more relevant programs of vocational education in rural areas, including:

   a. one working paper dealing with current social, economic, and educational conditions in rural areas of the United States;

   b. one working paper dealing with the role of change agents in effecting planned change;

   c. one working paper summarizing significant research and development projects directed toward providing more relevant vocational education in rural areas; and

   d. the first and second reports of the National Advisory Council on Vocational and Technical Education.

2. The organization and direction of seven institutes designed to impart new knowledge, provide for interaction among participants, change attitudes toward the significance of providing relevant vocational education for rural people, and establish the role of the change agent among the 545 participants in order to bring about changes in programs in rural areas in line with contemporary problems and the programmatic features of the Vocational Education Amendments of 1968.

3. The production of elements of new models and/or guidelines for developing more relevant programs of vocational education in rural areas in the nation.

4. The development of procedures for instituting planned change within the states represented by the participants.

CHAPTER II

METHOD AND PROCEDURES

Organization and Administration

From the outset, the Rural Multiple Institutes were a project of the Southwide Research Coordinating Council for Occupational Education (SRCC). It was through the interest and effort of the Council that the project was planned and conducted.

Development of the Project

When the "Guidelines and Priorities for Short-Term Training Programs for Professional Personnel Development in Vocational and Technical Education" was released by the USOE in December of 1968, several members of the SRCC expressed an interest in submitting a proposal for conducting the multiple institute package dealing with rural problems. Several members met informally at the 1968 AVA convention to discuss the feasibility of trying to interest the entire membership of the SRCC in taking on this inservice training activity as an SRCC project.

On January 9, 1969, after the USOE had dispatched requests for proposals, the executive secretary of the SRCC polled by telephone a majority of the members to determine the Council's interest and enthusiasm for preparing and submitting a proposal for the Rural Multiple Institutes. The consensus of those polled was that it was a good idea that should be explored further.

A meeting was held on January 21, 1969, in Atlanta, Georgia, to make the final decision on whether or not the SRCC would submit a proposal. It was decided that this group would serve as an ad hoc steering committee to prepare and submit the proposal. The Center for Occupational Education was asked to coordinate the development of the proposal, and the other agencies represented agreed to take responsibility for developing a proposal for each of the seven rural institutes included in the USOE Guidelines. It was also agreed that all other SRCC members would be asked to provide inputs into the development of the proposal and to contribute the expertise of their agencies to the conduct of the Rural Multiple Institutes project, should it be funded.

The following persons attended the meeting and accepted the assignments for developing proposals in the areas indicated:

Steering Committee Member	Assignment (Training Area)
Richard Baker, Director Alabama RCU Auburn University	#11. Modifying Programs of Vocational Education to Meet the Changing Needs of People in Rural Areas
James E. (Gene) Bottoms, Director Georgia RCU Georgia State Department of Education	#13. Orientation to New Concepts and Programs of Career Orientation in Occupational Education for Students in Rural Areas
Kenneth Eaddy, Director Florida RCU Florida State Department of Education	#12. Planning Annual and Long-Range Programs of Vocational Education for Rural Areas According to the Vocational Education Amendements of 1968
John Rolloff, Director Arkansas RCU University of Arkansas	#14. Coordination of Supportive Services for Vocational Education Students in Rural Areas
William Stevenson, Director Oklahoma RCU Oklahoma State University	#16. Development of Vocational Guidance and Placement Personnel for Rural Areas
Douglas Towne, Director Tennessee RCU University of Tennessee	#17. Rural Area Application of Vocational Education Innovations Resulting from Research and Development Programs
James Wall, Director Mississippi RCU Mississippi State University	#15. Expanding Vocational Education Curriculums to Meet the Needs of Disadvantaged Youth and Adults in Rural Areas
Joe Clary, Executive Director North Carolina Advisory Council John Coster, Director, and Charles Rogers, Coordinator of Services and Conferences Center for Occupational Education North Carolina State University	These three persons would be responsible for preparing the umbrella proposal, including the rationale, organization, and administration and evaluation of the project. They would also be responsible for coordinating the overall proposal development and writing.

At the conclusion of this meeting, the members agreed to return home to prepare their part of the proposal and make tentative institutional arrangements for conducting their particular institute, should it be funded. They agreed to meet again on March 5 & 6, 1969, to put together a rough draft of the proposal. The executive secretary of the SRCC was directed to confer with the SRCC president and draft a letter to the

Bureau of Research, indicating the Council's intention to submit a proposal for conducting the Rural Multiple Institutes.

The second meeting of the ad hoc steering committee was held at North Carolina State University on March 5 & 6, 1969. At this meeting, each member presented his individual institute proposal for consideration by the committee. Modifications were suggested for each proposal, and the writers were asked to make needed revisions and send them to Dr. John Coster, who was named principal investigator. The umbrella proposal and rationale were presented by Dr. Coster and were subsequently approved for final development. Each of the seven proposal writers was authorized to negotiate a tentative contract and budget with an institution to conduct each institute. All revisions were to be submitted to Dr. Coster by March 20, 1969.

Upon receipt of all revisions, the Center for Occupational Education prepared the final draft of the proposal and submitted it to the Bureau of Research on April 1, 1969. The proposal was subsequently approved for funding.

Organizational Structure of the Project

The Center for Occupational Education at North Carolina State University was designated as the agency to administer the project and was charged with its overall management and coordination. To facilitate these functions, a Director and three Associate Directors were named to the project staff. Dr. John K. Coster was named Director; Dr. Joe R. Clary was named Associate Director for the Training Programs; Dr. Bert W. Westbrook was named Associate Director for Evaluation; and Dr. Charles H. Rogers was named Associate Director for Coordination. All persons named were on the North Carolina State University faculty and served on a part-time basis as that institution's contribution to the project. In addition to the central management staff, the director of each of the seven institutes, the USOE Project Officer, and a representative of the USOE Division of Vocational and Technical Education formed the Rural Multiple Institutes Steering Committee that met periodically for planning and coordinating the project. The full membership of the Steering Committee is presented below:

STEERING COMMITTEE

Dr. John K. Coster
Director, Center for Occupational Education
North Carolina State University at Raleigh
Project Director, Chairman

Dr. Joseph R. Clary
Executive Secretary, North Carolina Advisory Council for Vocational Education, North Carolina State University at Raleigh
Associate Project Director

Dr. Charles H. Rogers
Coordinator of Services and Conferences
Center for Occupational Education
North Carolina State University at Raleigh
Associate Project Director

Dr. Bert W. Westbrook
Coordinator of Research
Center for Occupational Education
North Carolina State University at Raleigh
Associate Project Director

Dr. Robert E. Norton
Assistant Professor of Vocational Teacher Education
University of Arkansas
Director of Institute I

Dr. E. L. Kurth
Associate Professor of Vocational, Technical, and Adult Education
University of Florida
Director of Institute II

Dr. Vanik S. Eaddy
Assistant Professor of Agricultural Education
Auburn University
Director of Institute III

Dr. James E. Wall
Educationist and Director, Mississippi Research Coordinating Unit
for Vocational-Technical Education
Mississippi State University
Director of Institute IV

Dr. Douglas C. Towne
Assistant Professor of Education
University of Tennessee
Director of Institute V

Dr. James E. (Gene) Bottoms
Associate State Director of Vocational Education for Leadership Seminar
Georgia State Department of Education
Director of Institute VI

Dr. Harry K. Brobst
Professor of Psychology and Director, Bureau of Tests and Measurements
Oklahoma State University
Director of Institute VII

Dr. Otto P. Legg
Division of Vocational and Technical Education
U. S. Office of Education

Mr. Jack A. Wilson
Division of Comprehensive and Vocational Education Research
U. S. Office of Education

The only change in staffing since the project began was a change in directorship approved in April, 1970. Dr. John Coster turned over the responsibilities of Project Director to Dr. Charles Rogers. Dr. Coster then assumed the responsibilities of Associate Director for Fiscal Management.

Fiscal Management

The budget for the project was administered by the Director of the Center for Occupational Education. A separate trust fund was established, and the budget was managed by the Center Budget and Fiscal Officer. Each of the seven individual institutes had a separate budget. The Center subcontracted with outside agencies to conduct five of the institutes, and the remaining two institutes were financed directly by the Rural Multiple Institutes trust fund.

Content

The basic content of the Rural Multiple Institutes concerned the improvement of vocational and technical education programs in the rural areas of the nation. Each of the seven institutes was concerned with a different content area identified by the U. S Office of Education and judged worthy of consideration in a one- or two-week training institute. Suggested objectives and outcomes were provided by the USOE, and each director developed content and activities for his institute that would best accommodate its objectives and outcomes. The content of each institute has been adequately detailed in the final reports of each of the seven institutes. Therefore, only the content and activities that were designed to undergird the overall multiple institute program will be presented in this section.

Training Package

The training package, produced by the Center for Occupational Education, consisted of three parts. The first part was a set of four working papers made available to the institute directors, consultants, and participants, and designed to orient the participants to key issues germane to the project. The second part was a set of guidelines for developing models. They served to direct the activities of the working groups within each institute and to facilitate the development of new models for improving the quality and quantity of vocational education in rural areas. The third part was a set of instructions for each participant, designed to elicit a commitment from him to implement at least one model, concept, or idea disseminated or developed at the institute at which he was a participant.

The working papers. To enhance the continuity among the institutes, a set of four working papers was prepared (or provided) by the Center for Occupational Education or by consultants to the Center. The four papers were:

1. "The Changing Educational Needs of People in Rural Areas," (Appendix B) prepared by Dr. C. E. Bishop, then Vice President for Public Service, The Consolidated University of North Carolina, and formerly Executive Director, the President's National Commission on Rural Poverty and Chairman, Department of Economics, North Carolina State University at Raleigh. The topic for this paper was suggested in the institute entitled "Modifying Programs of Vocational Education to Meet the Changing Needs of People in Rural Areas." This topic was germane to the entire series of institutes. Accordingly, it was decided to request that Dr. Bishop prepare a working paper for use in all institutes as a source document for directors of institutes, consultants, group leaders, and participants. This working paper was published in cooperation with the University of Arkansas.

It was originally envisioned that this paper would be presented as a keynote address by Dr. Bishop at each of the seven institutes. Demands upon his time made this impossible. As an alternative, Dr. Bishop prepared a tape-slide presentation that was used in six of the seven institutes. At Institute VI, which was held in Raleigh, North Carolina, Dr. Bishop appeared in person to make the address.

2. "A Guide to Innovation in Education," prepared by Dr. Ronald G. Havelock, Lecturer in Sociology and Project Director, Center for Research on Utilization of Scientific Knowledge, University of Michigan. Through negotiation with Dr. Havelock, permission was obtained to use the introductory chapter of a guide he was completing on innovation in education. Originally, Dr. Havelock was asked to prepare a working paper on "The Role of the Change Agent in Planned Change in Vocational Education." However, with the press of time and the fact that his present work dealt adequately with this topic, it was decided that the introductory chapter of "A Guide to Innovation in Education" (Appendix C) would be used. This working paper was used as a guide by group leaders to engender a favorable attitude toward planned change, especially in the discussion of strategies for the implementation of new models for vocational education to be developed as part of each institute.

To supplement the working paper, Dr. Havelock prepared a 45-minute taped presentation which was used in six of the seven institutes. He also prepared a topical outline (Appendix D) for participants to use as they listened to the tape. The tape was not used in Institute V, Rural Area Application of Vocational Education Innovation Resulting from Research and Development Programs, because Dr. Havelock served as a major consultant and staff member for that institute.

3. Review and Synthesis of Research on Vocational Education in Rural Areas, by B. Eugene Griessman and Kenneth G. Densley, was supplied to each director in ample quantity to provide one for each participant, consultant, and staff member. This document summarized the findings of significant research and development projects which have been addressed to the problem of providing more relevant vocational education to people in rural areas. It was used as a resource for institute directors, consultants, group leaders, and participants in developing new models for vocational education in rural areas.

4. "First and Second Reports of the National Advisory Council on Vocational Education." Each director was supplied ample copies of each report for participants, staff, and consultants. It was felt that the recommendations set forth in these two reports should be considered by consultants, group leaders, and participants as they developed new models for vocational education in rural areas.

Guidelines for outcomes. To maximize the probability that outcomes designed to impact directly on the problem of providing more adequate and relevant vocational education for people in rural areas would be generated at each institute, a set of guidelines for outcomes was prepared by the Rural Multiple Institute staff as part of the overall training package. A working conference of the Steering Committee was convened and considered (1) the development of effective methods to identify and assess models for consideration by the participants of each institute directed toward the improvement of occupational education in rural areas; (2) the development of strategies for effective interaction among the participants within the working groups to adopt or revise models in relation to specific problems or projects of participants in the institutes; and (3) the development of plans for the utilization of products from preceding institutes as inputs for succeeding institutes in the sequence.

Guidelines for commitment. A tentative commitment to implement a project, program, or service based on one or more of the models developed in the institutes, with needed revisions, was sought from applicants to the institutes. Evidence of tentative commitment was one of the criteria for the selection of participants.

At each institute each participant was asked to develop a statement of intent and a general plan for the project, program, or service he would seek to initiate. The general plan would be presented to the work group for critique and suggestions. Institute staffs and consultants would provide assistance and consultative services as requested within the time constraints. The statement of intent and the general plan would be signed and turned over to the institute director. Three copies of the intent and general plan would be prepared--one for the participant, one to be shared with the State Director of Vocational Education, and one for the proceedings of the institute. The plans also were used by the director of the total multiple institutes project as a basis for follow-up and evaluation of the project. Instructions for the development of the statement of intent and general plan were prepared as part of the training package (Appendix E).

Orientation to the Rural Multiple Institutes

A variety of approaches was used to announce, orient, and familiarize vocational educators with the Rural Multiple Institutes. This section describes the major activities involved in the orientation process.

Brochure

The announcement of the program was spearheaded by the preparation and publication of a twelve-page brochure entitled "NITMIVOREPRA" (Appendix K). This brochure described the overall program and highlighted each of the seven institutes to be conducted. Further, it listed the kinds of participants sought for each institute, specified how participants would be selected, and outlined the procedures for making application to participate.

Approximately 9000 brochures were prepared for distribution throughout the nation. Five thousand were mailed directly to state and local vocational and related personnel. An obvious omission in this mailing list was local vocational education teachers. To insure that teachers were not overlooked, fifty brochures were sent to each State Director of Vocational Education with a request that he send them to selected teachers and administrators who might be interested in participating. The brochures were further disseminated at regional and national meetings of professional vocational educators, including the 1969 AVA convention and a national meeting of State Directors of Vocational Education.

Publicity

In order to reach a much broader audience, the Rural Multiple Institutes were announced in a variety of professional magazines and newsletters. Articles were submitted which announced and described the program in addition to giving the reader details for acquiring more information about the Rural Multiple Institutes. Such articles appeared in the Agricultural Education Magazine; the Guidepost, a publication of the American Personnel and Guidance Association; Distributive Education Today; the Occupational Education Bulletin, a newsletter published by the American Association of Junior Colleges; and the American Vocational Journal. In addition, it was announced in several state-level educational newsletters.

State Orientation Visits

Probably the single most important activity preceding the Rural Multiple Institutes program was a visit to each state by a representative of the Multiple Institute staff to orient the State Director of Vocational Education and members of his staff to the project. The purpose of the visit was fourfold: to explain in detail what would be done in each institute and what was going to happen to participants; to help the State Director and his staff to develop a structure for utilizing the output of the institutes; to ascertain rural occupational education problems which should be dealt with in the institutes; and to solicit nominations of participants for each institute.

A one- to two-day visit was made to each of the 48 contiguous states. Hawaii, Alaska, and the several territories were not visited because of the limited travel budget. In these cases, orientation information was sent to each Director of Vocational Education, and it was left up to him to conduct the orientation for his staff.

The aim of the orientation was to help each state design a plan by which it could best utilize the output of the Rural Multiple Institutes to make needed changes in state and local programs. An attempt was made to impress upon each state director the amount of investment that was being made, not only by the sponsoring agency but also by his own state, to provide this inservice program for personnel that might participate. It was explained that not only would it cost the sponsoring agency over $300 per participant; it would also cost his state in terms of release time for each trainee to participate. Therefore, the director was encouraged to plan for utilizing institute participants to the best advantage for planning and implementing needed changes.

After detailing the entire program to the state director and members of his staff, it was suggested that they consider a team approach. It was hoped that there would be at least one participant from each state at each of the seven institutes in the package, and that they would be organized by the state director as a team, or cadre, of trained people in specific areas, to be utilized in planning needed changes in vocational education to meet the special needs of rural people. To facilitate this idea, the state director was asked to nominate state- and local-level personnel for each institute who would make effective members of such a team. These nominations were given a high priority in the participant selection process.

As soon as the participants were selected, a list was prepared for each state including the names and addresses of those selected. This was done well in advance of the institutes so that if a state director so desired, he could bring the group together for further orientation to the program and explanation of how they would be used as a planning team once the Rural Multiple Institutes were implemented. To further help the state director coordinate the team idea, a list of participants from his state in each institute was prepared and mailed to him soon after the last institute was held.

It must be pointed out that the team approach was a suggestion and not a requirement for participation. The main point of the orientation was to tell the state director what was going to happen involving the participants and to encourage him to make plans for using the output of the program.

One other important feature of the orientation visit was an interview with the state director and other members of his staff to find out from them what problems in rural occupational education should be considered by this inservice program. The important problems identified through this process were summarized and forwarded to the appropriate institute director to be used in planning the individual institutes.

Nomination and Selection of Participants

The participant mix to be included in each institute was specified in the publication of the Organization and Administrative Studies Branch, Division of Comprehensive and Vocational Education Research, Bureau of Research, Office of Education, U. S. Department of Health, Education, and Welfare, entitled Guidelines and Priorities for Short-Term Training Programs for Professional Personnel Development in Vocational and Technical Education, December, 1968. Thus a major criterion for selection was the achievement of the appropriate mix of professional personnel from vocational and related fields at all governmental levels who were concerned with the problem area under consideration at each institute. Table 1 summarizes by institute the kinds of personnel that each should serve. This summary table was used as a guide for the selection of participants for each institute.

The procedures followed in selecting participants for each of the rural institutes were as follows:

1. A brochure was prepared by the multiple institute directors describing the multiple institute program and the individual institutes and emphasizing their content and desired outcomes.

2. The brochures were mailed, together with institute application forms, to State Directors of Vocational Education, Directors of Research Coordinating Units, head teacher educators in vocational education, local directors of vocational education, and other persons and agencies included in the list of potential participants. These persons were requested to complete applications for institutes or to nominate persons for the institutes.

3. The application form provided for: information regarding training and experience; interest in the institutes; preferences for institutes; a description of current job assignment which was relevant to the institute for which the applicant was applying; and a statement to the effect that the applicant would be willing to undertake a project, program, or service to implement the models developed in the institute (Appendix I).

4. During the orientation visit to each state (described in a previous section of this report), State Directors of Vocational Education were asked to nominate state and local personnel who they felt would make good participants in each of the institutes. These nominations served as one input into the selection process. A nominee, to be considered for selection, must have completed and submitted an application form.

5. The applications were evaluated on the basis of training, experience, potential for implementing the products of the institute, and commitment to implementation.

Table 1. Summary of Participation in Multiple Institutes.

Type of Participants	Level*	Institutes						
		I	II	III	IV	V	VI	VII
Rural Superintendent	L			X	X	X	X	X
Rural Vocational Personnel	L			X	X			X
State Director of Vocational Ed.	S		X	X		X	X	X
State Supervisor, Occupational Ars.	S			X	X			X
Director - Area School	R			X	X			X
Junior College Dean	R			X				X
State Planning Office	S		X					
Local Planning Office	L		X					
Program Specialist	L		X					
Fiscal Officer	L		X					
Accountant (Rural)	L		X					
Asst. State Director-Voc. Ed.	S		X			X		X
Rural-Small City Principal, Elem.	L						X	X
Rural-Small City Principal, Sec.	L						X	X
Nonschool Vocational Principal	L						X	
Curriculum Expert	L						X	
APGA Guidance	N						X	X
AVA	N						X	
School Administrators Assoc. Rep.	N						X	
State Guidance Supervisor	S						X	
State Supt. of Instruction	S				X	X	X	X
State Director of Health	S	X						
State Director of Welfare	S	X						
State Director of Employment	S	X						
City Director of Health	L	X						
City Director of Welfare	L	X						
City Director of Employment	L	X						
IRCOPPS Representative	N	X						
State Director of Guidance	S	X						X
City Local Dir. of Guidance	L	X						X
State Voc-Ed Personnel	S	X						
City Voc-Ed Personnel	L	X						
Teacher Educator-Voc. Ed.	S				X			X
Teacher-Adult Education	L				X			
RCU Director	S					X		X
Vocational Education Director	L							X
Rural Classroom Teacher	L							X
Jr.-Community College Voc-Tech.	R							X
Counselor Educator	S							X
APA, Div. of Counseling Psych.	N							X
AVA Guidance	N							X
Rural Director of Research	L					X		
Community College Dean	R	X						X

*L = Local R = Regional S = State N = National

6. Final selection of participants was based on the evaluation of the applications, with special attention given to identifying a team of vocational education and related personnel who would participate in each of the institutes from the states that rank high in rural characteristics.

The selection procedures were conducted by the multiple institutes director and associate directors, which resulted in providing each institute director with a list of participants and alternates for his institute. Upon receipt of this list, it became the responsibility of each director to invite the participants and to substitute appropriate alternates whenever necessary.

Project Coordination

In order to assure maximum effectiveness for the Rural Multiple Institutes, coordination was essential. Therefore, coordination was built in as a strong feature of the project from the beginning, even before the project had been funded. The two approaches used to coordinate the program were: (1) the use of a steering committee and (2) the conduct of liaison activities by the Associate Director for Coordination. Each of these is discussed separately in this section.

Steering Committee

The steering committee, described earlier in this chapter, was used as a major tool for coordination. In addition to preparing the proposal for the project, they met on three occasions before and after the institutes were conducted for planning and coordination purposes. The first meeting was held on June 18 and 19, 1969. At this meeting the overall strategy for conducting the project was planned and approved by the committee. To assure the greatest coordination possible, the schedule for conducting the institutes was developed so the output of one institute could be used as input for the next. Insofar as possible, those institutes that were most likely to produce useful materials and concepts for use in succeeding institutes were scheduled first, and those which could use this output were scheduled far enough afterward to be able to integrate the material into its program. The general plan provided for scheduling one institute per month during the months of January through July, 1970. This provided about one month between institutes for the sharing of material with the next institute and those to follow. In a number of cases, a staff member from an earlier institute was asked to make a presentation of results to later institutes.

A second meeting of the Steering Committee was held November 19 and 20, 1969. The purpose of the meeting was to review the final plans for each institute program to make sure that each director was familiar with what each institute was to do, to eliminate areas of duplication, to provide each director with additional input for improving his institutes, and to familiarize him with the common training package to be

used in all institutes. Plans were made at this meeting for a communication system that would assure the coordination of the project with the Vocational Education Division of the regional and national offices of USOE.

After all seven institutes had been conducted, a final meeting was devoted to standardizing the reporting procedure for the final reports. Decisions were made concerning the content of the individual institutes that was to be included in the summary report of the Rural Multiple Institutes to be prepared by the Center for Occupational Education. The Steering Committee agreed that as much uniformity of reporting as possible would be maintained, but enough flexibility would be left to accommodate the unique features of each individual institute.

Liaison Activities of Project Coordinator

The Coordinator of Services and Conferences for the Center for Occupational Education was named Associate Director for Coordination of the Rural Multiple Institutes. It was his responsibility to work between the project management staff and the institute directors. It was his direct responsibility to assure that effective coordination among the several institutes and with the Center for Occupational Education was maintained. He worked very closely with each institute director to assist him in initiating the plans made by the Steering Committee and in meeting the provisions of the project proposal.

The Coordinator participated in the planning committees of several of the individual institutes. He attended five of the institutes and served in assisting the director of each. To a minor degree he also served to communicate the output of earlier institutes to those later institutes that could use it as input. Finally, he worked with the directors to assure that they were able to maintain a timetable that was congruent with the master timetable of the overall project.

Evaluation

The responsibility for evaluating the Rural Multiple Institutes was delegated to the management staff of the Center for Occupational Education. An Associate Director was named to plan and direct the evaluation of the institute program. Several types of evaluation were adopted for use in the program to determine whether or not the objectives of the multiple institute program had been met. The objectives of the program implied that the following behavioral changes would take place in the participants of the institutes:

1. The institute participants should view themselves as more capable of bringing about change at the end of the program than they were at the beginning of the program.

2. The institute participants should have more positive attitudes toward vocational education in rural areas at the end of the program than they had at the beginning of the program.

3. At the end of the program the participants should view the institute as having met its stated objectives.

4. After the participants leave the institute they should use the information obtained in the institute to bring about changes within the communities and states represented at the institutes.

To assess the attainment of the first objective, Rotter's Internal-External scale was administered to measure the extent to which the participants felt that they had the ability or skill to determine the outcome of their efforts to bring about changes in vocational education in rural areas. The instrument was administered at the beginning of each institute and again at the end of the institutes to measure changes in participants' perception of this ability (Appendix G).

To measure the attainment of the second objective, an attitude scale was constructed to measure general attitudes toward vocational education in rural areas. The attitude scale, Attitude Toward Vocational Education in Rural Areas, was tried out on a representative sample of participants to establish its reliability. The instrument was administered at the beginning and again at the end of each institute to measure changes in the participants' general attitudes toward vocational education in rural areas (Appendix G). Each participant was asked to anonymously register his degree of satisfaction by completing the two-part instrument. Part I consisted of 24 statements about the institute, and Part II consisted of five open-ended questions, two multiple-choice questions, and two questions calling for a "yes" or "no" response, and a follow-up probe question. The 24 statements, 12 of which were couched in negative terms and 12 in a positive format, were reacted to using a five-point Likert-type scale. The items on the scale measured four major factors as follows:

(a) Purposes and objectives
(b) Quality of content
(c) Group participation and cohesion
(d) Schedule flexibility and free time

The results of the Institute Evaluation Scale, which was designed to assess the degree to which the objectives of each institute were met, were reported for each institute in its final report. This was the only measure used by each institute director for immediate evaluation. Any evaluation other than this is reported only in the evaluation chapter of the report, as are the combined results of the Institute Evaluation Scale for all institutes.

To measure the attainment of the fourth objective, two follow-up questionnaires were prepared and mailed to all participants. One questionnaire was designed to ascertain the extent to which the participants had implemented the project, program, or services which they planned (Statement of Intent) during the institutes (Appendix E). A second questionnaire was designed to assess the use that had been made of the various kinds of output produced by the institute (Appendix H).

In addition, the State Directors of Vocational Education in the 20 states were interviewed, using a specially prepared interview guide, to assess their perceptions of the impact of the institutes on changes in vocational education programs in rural areas. The interviews with state directors were directed primarily toward the assessment of the efficacy of the strategies for effecting changes which were to be developed as part of the project. Where possible, an alternate form of the interview was administered to the director of the Research Coordinating Unit and the Education Professions Development coordinator.

CHAPTER III

RESULTS

Introduction

Presented in this chapter is a summary and assessment of results emanating from the seven institutes included in the Rural Multiple Institutes program. An attempt has been made to pull together selected output from each of the institutes and products of the overall multiple institute effort to provide a representative view of the multiple institute results. No attempt has been made to report all the results of all institutes, but rather to report exemplary results typified in each final report. For a more detailed report and analysis of results, the reader is directed to the final report of each institute.

Included in this chapter are individual institute summaries, an analysis of institute participation, the contribution of consultants, preparation of major outcomes, and products of the Rural Multiple Institutes.

Individual Institute Summaries

Since the reader of this report may not have had an opportunity to read the final reports of the seven institutes, a summary of each is presented here to provide a background for interpreting the other results presented in this chapter. Reported in each institute summary are specific results of individual institutes that are not otherwise reported in the overall results of the Rural Multiple Institutes.

INSTITUTE I

TITLE: Institute on the Coordination of Supportive Services for Vocational Education Students in Rural Areas

PROJECT DIRECTOR: Robert E. Norton, Assistant Professor
Department of Vocational Education
College of Education

INSTITUTION: University of Arkansas
Fayetteville, Arkansas

TRAINING PERIOD: January 26, 1970 to January 30, 1970

Problem

Many new programs and services supporting training and education have been authorized during the last decade. A problem arises from the fact that responsibility for administering these services has been widely dispersed among agencies and bureaus at the local, state, and federal levels. A recent Congressional newsletter referred to a listing of over a thousand federal assistance programs which are being administered by more than 150 commissions, boards, agencies, and departments. These assistance programs are for the most part desperately needed, especially in rural areas, but because of poor or no coordination they are often not reaching the people who need them the most.

The Vocational Education Amendments of 1968 require the coordination of efforts by vocational educators and others whose programs are designed to serve the needs of individuals. Before existing programs can be effectively coordinated, persons in leadership positions must be made aware of the problem, and adequate systems and techniques of coordination developed. It was an awareness of the legislative requirements and the many problems facing those responsible for coordinating supportive services for vocational education students in rural areas that supported the need for this institute.

Purposes and Objectives

The coordination institute was planned so as to focus on three major purposes as follows: (1) participants were to learn additional knowledges and skills needed for planning and conducting effective and efficient supportive services programs; (2) task force groups were to review and synthesize the ideas presented so as to recommend the most promising new or existing strategies for coordinating supportive service programs; and (3) participants were to develop a tentative plan of action for improving the coordination of supportive services in their own agency and/or community.

To accomplish the desired outcomes, the following specific objectives were established as a frame of reference for conducting the institute:

1. To emphasize the contribution that effective coordination of supportive services can make to the improvement of vocational programs for rural students.

2. To review and discuss the changing educational needs of students in rural areas.

3. To identify pertinent state and federal legislation and review its implications for the coordination of supportive services.

4. To present and discuss a theoretical framework for coordinating the resources of the various school and community agencies.

5. To review operational programs and procedures used by these agencies to integrate community and educational resources.

6. To review agencies and resources at the local, state, and national level which should be involved in a comprehensive supportive services program, including school resources and community resources.

7. To review techniques and methods for implementing the changes needed to improve vocational programs for rural students.

Procedures and Activities

A program planning committee was established and used to help refine the objectives and select the most important topics and the best available consultants. The committee also recommended the best methods for presenting the various topics and how to organize the task force groups to attain maximum productivity.

To accomplish the purposes and objectives established, a variety of activities were used to enrich the understanding and experiences of the participants. The techniques used included formal lectures, informal presentations, two symposia, discussion groups, a demonstration meeting, and individual and small group assignments.

Initially 75 applicants, representing a wide variety of backgrounds, were selected and invited to participate in the institute. For a variety of reasons, several persons were unable to attend, and alternates were invited to replace them. Sixty-eight persons, representing 34 different states and having responsibilities for coordinating supportive service programs at the local, area, state, or national level participated in the institute.

Conclusions, Recommendations, and Outcomes

Evaluation of the institute included using an Institute Evaluation Scale at the close of the institute to measure overall participant satisfaction. From an analysis of those findings, which are presented in chapter four of this report, it was concluded that the institute was very successful in accomplishing the purposes and objectives for which it was conducted. In addition, three other evaluation techniques, the results of which are reported in the Final Summary Report of the Multiple Institutes, were employed. They included use of Rotter's Internal-External Scale to determine whether as a result of the institute, the participants felt more capable of bringing about change; use of an Attitude Toward Vocational Education in Rural Areas Scale, to assess possible change in participant attitudes toward vocational education; and use of follow-up procedures, a mailed questionnaire, and in some cases interviews to determine how participants have used information obtained in the institute to bring about change in their agencies and communities.

The major recommendations made regarding the improvement of the coordination of supportive services programs included: (1) holding additional conferences to make more persons aware of the problems and potential of providing effective supportive services to rural vocational students, (2) designating an individual at the state and local level as responsible for coordinating agency efforts, (3) preparation of supportive services directories, and (4) giving greater priority to meeting the needs of individuals. Recommendations for improving future institutes included continuing the practice of having participants develop a plan of action and of having task force groups develop recommended strategies for program improvement.

Institute participants were made aware of the importance of supportive services to all students, and especially for disadvantaged and handicapped students, and were provided with additional knowledges and skills that can be used to initiate or improve such programs. In addition, the institute resulted in five task group reports on recommended strategies for improving the coordination of supportive services and the development of realistic plans of action by most of the participants.

INSTITUTE II

TITLE: Planning Annual and Long-Range Programs of Vocational Education for Rural Areas According to the Vocational Amendments of 1968

PROJECT DIRECTOR: Dr. Edwin L. Kurth, Associate Professor
Department of Vocational, Technical and Adult Education

Dr. Raymond P. Perkins, Assistant Professor
School of Education

INSTITUTION: University of Florida
Gainesville, Florida 32601

TRAINING PERIOD: February 2-13, 1970

Problem

During the last decade, "technical know-how" has made it possible to improve human life in numerous ways. Man has become a consumer of material resources and a producer of human resources. He has developed a capacity to understand, an ability to predict, and techniques to control many aspects of a complex society. Yet, the impact of "technical know-how" has produced forces which create gaps among many elements of society.

Many studies show that migrants from rural to urban areas lack job skills because of limited vocational-technical education programs in rural communities. Low enrollments and limited funds for supporting a diversity of programs have been major contributions to the production of unskilled and untrained persons.

Provisions for alleviating the problem are included in the 1968 Vocational Education Amendments, which provide funds to support vocational programs and related services to all persons in rural areas who could profit from the experiences. If the funds are to be effective in accomplishing identified goals, there must be a planned utilization of human and fiscal resources. However, there is an acute shortage of competent persons to plan, budget, implement, and evaluate programs of education in rural areas where traditionally there has been a lack of human and fiscal resources.

Purpose and Objectives

The purpose of this institute was to prepare vocational educators effectively to plan and develop annual and long-range programs of vocational education for rural areas according to the Vocational Education Amendments of 1968. To accomplish this purpose, it was necessary to:

1. Develop guides and procedures for annual and five-year planning, budgeting, and evaluation of vocational programs for rural areas;

2. Identify effective techniques for assessing employment supply and demand for rural youth; and

3. Determine occupational program needs, as they relate to students, teachers, facilities, curriculum and resources.

The broad objectives stated above were accomplished through the following specific training objectives:

1. Develop understanding of the nature and processes of short- and long-range planning, budgeting, and evaluation of vocational programs for rural areas, especially as they relate to: (a) program goals and objectives, (b) alternative courses of action, (c) decisions relative to selection of a course of action, (d) operationalizing a program of action, and (e) evaluation of a chosen program of action.

2. Develop models which identify and explain relevant elements and relationships to systematic annual and long-range planning, budgeting, and evaluation of rural vocational education.

3. Develop effective methods of identifying, analyzing, storing, and retrieving data and other pertinent information about: (a) relationships of rural public schools to other public and private training institutions; (b) rural and urban markets; (c) characteristics of youth and adults to be served; (d) competencies needed to work in emerging occupations; (e) instructional facilities, supplies, materials and funds; and (f) availability of programs designed to meet the special needs of youth and adults.

Procedures and Activities

The participants were divided into five working groups, each of which selected a chairman and recorder. Presentations by the consultants were to enable the work groups to take systematic approaches to annual and long-range planning, at the local and state levels, and budgeting and evaluation for vocational programs in rural areas for youth and adults.

The case studies were deliberately structured to simulate actual conditions so as to provide practicality to their analyses and solutions. The five work groups used the team approach to develop solutions and alternatives to the problems. In addition each participant developed a proposed solution to a problem or concern in his own field of responsibility including the identification of the instruments, guidelines, models, objectives, and goals necessary for solving it.

Each work group gave an oral report of their solution to a case study problem and also submitted a written report. In addition, each work group submitted a log of the activities, discussions, and proposed solutions to the other case studies, including information and suggestions gained from the presentations of the consultants and conferences with them.

The topics presented by the consultants relating to annual and long-range planning for rural areas followed a sequence which was designed to culminate in the solution of a variety of problems confronting vocational educators in rural areas and for various age groups.

In preparation for the institute, each participant was asked to identify a vocational education problem in the rural areas of his state or a program designed to provide vocational education to rural areas. Each participant was sent an extensive bibliography, prepared by the institute staff, of the resource material available at the University of Florida libraries relating to rural populations and problems. Participants were requested to review these to identify those which might refer to their area of concern.

Participants were also requested to bring any state publication which they had found particularly useful in making annual and long-range plans for vocational education in their states.

Outcomes and Recommendations

The major outcome of this institute was that it provided an excellent opportunity for staff development of those persons involved in state and local planning of occupational education programs. The institute was quite successful in providing the tools and procedures needed for annual and long-range planning. Although the participants were involved in the development of new planning models and procedures, the learning experiences in which they engaged during the two-week period were by far the greatest contribution of the institute. At the close of the institute, each participant was better equipped to retrieve, analyze, and utilize information and data in planning programs in his particular agency when he returned home.

Each participant was given an opportunity during the institute to work on a plan involving the unique problems of his home agency. Furthermore, each participant developed a plan of action which he was to implement when he returned home.

A major recommendation for future institutes of this nature is to limit the institute to one week. Educational planners are busy people, and it is difficult for them to be away from their job for two weeks. Very few state directors and other high level planners attend because they cannot afford this much time.

INSTITUTE III

TITLE: Modifying Programs of Vocational Education to Meet the Changing Needs of People in Rural Areas

PROJECT DIRECTOR: Vanik S. Eaddy, Assistant Professor
Department of Vocational and Adult Education
School of Education

INSTITUTION: Auburn University
Auburn, Alabama

TRAINING PERIOD: April 5, 1970 to
April 10, 1970

Problem, Purposes, and Objectives

Rapid technological changes in agriculture and in the general economic progress in rural areas have important implications for programs in vocational education. The ability of rural people to make adjustment either inside or outside of the spectrum of agriculture depends on economic and personal resources. The immediate problem in rural areas is to match the skills in the labor force with the jobs available. An associated problem, and one with which this program dealt, is the need to provide each individual youth and adult with the education and training with which to develop his resources and abilities to the fullest.

In general, rural areas, including the small town population centers, are not sharing adequately in national growth. Changes in technology and economic adjustments have resulted in underemployment, unemployment, and relatively low incomes among rural and small town residents. These factors, along with other pressures of society, act to force rural residents to migrate to urban areas in search of economic opportunity. Many of those who migrate in search of employment discover that they cannot compete because they lack both technical skills and a sufficient educational background demanded by the labor market. It has been said that these people contribute to the ranks of the hard core unemployed and are thus trapped in the city ghettos without hope or opportunity. Joblessness, frustration, poverty, and apathy are ingredients which contribute to crime and social conflict.

A partial solution to the problems stated is a viable program of vocational and educational preparation designed to meet the occupational needs of rural citizens of all ages. Traditional vocational education programs have made a significant contribution to the lives of individuals served, as well as a marked impact upon the economic development of rural areas. These efforts should not be overlooked when planning for the future. It should be obvious to all sincere observers that an expansion of vocational education programs to segments of the rural population not previously reached is as necessary

as the provision of a more comprehensive selection of occupational preparatory alternatives.

The central purpose of Institute III was to bring together a task force of vocational and related personnel serving rural areas throughout the United States to consider the modification of existing programs to meet the changing needs of rural people. Furthermore, it was intended that each participant would be established as a change agent in his own area to act as a team member in effecting planned change.

Specific objectives which served in the planning and conduct of Institute III were:

1. Identify and assess the education and vocational training needs of rural youth and adults.

2. Develop a framework for organizing and developing vocational curriculums, courses of study, and units of instruction designed to meet the needs of rural youth and adults.

3. Determine the appropriate human, physical, and financial resources needed to conduct vocational education programs for rural youth and adults.

4. Develop precision in selecting and using the most effective educational technology in planning and conducting these programs.

5. Plan ways to secure the cooperation and coordination of school personnel, parents, businessmen, and others for vocational education programs for rural youth and adults.

Procedures and Activities

Institute III was a working conference designed to establish an understanding of rural vocational education problems, devise solutions to those problems, and develop the ability of participants to implement desired change upon return to home station. Included in the program were major presentations and working papers to provide facts, stimulate thought, and provoke participant reaction.

Work groups were formed for the development of operational vocational education models which could be implemented in rural settings throughout the United States. Six work groups, consisting of approximately 20 persons each, were assigned to the task of designing a functional vocational education model for a rural population age group. The population age groups studied were the following: Kindergarten through Eighth Grade, Consolidated Secondary Vocational Education Program, Isolated Secondary Vocational Education Program, Vocational Adult Education, Postsecondary Vocational Education Program, and Rehabilitation Services in Vocational Education for the Disadvantaged and Handicapped in the Rural Environment.

Conclusions and Recommendations

An assessment of the trainee reactions to participation in Institute III made possible the conclusion that the program was successful in achieving the stated objectives. It revealed that many of the participants established meaningful professional contacts which will be continued. These contacts have resulted in the exchange of ideas and will continue to assist in the diffusion of information for the improvement of rural vocational education.

As a result of this program over 85 percent of the participants have indicated plans to modify existing or future work. A profound impact will be made upon rural vocational planning because of the innovative programs and pilot projects being established or continued by the institute participants. Each participant was requested to develop a statement of intent and a general plan for implementing a new service or modifying an existing program. The proposals submitted represented a major undertaking which spanned the entire spectrum of vocational education programs and levels of responsibility.

The combined efforts of the participants, consultants, and institute staff resulted in the development of six models for the establishment of comprehensive rural vocational education programs. These models were designed for population age groups ranging from kindergarten through the postsecondary level. Also included were vocational adult education and rehabilitation services in rural vocational education settings.

Recommendations were made for the improvement of rural vocational education programs. Additional conferences should be scheduled for further refinement of the models developed. There would be some merit in the planning of these institutes around regional and/or vocational disciplinary interests. Maximum effort should be expended to assure the widest possible dissemination of the developments of this institute.

A team approach is recommended as a means of impacting these findings on rural vocational education planning at the local, state, and national levels of responsibility. Participants are urged to honor their statements of intent and to combine these plans with the findings of other such programs designed to serve the ever-changing vocational education needs of rural America.

INSTITUTE IV

TITLE: Expanding Vocational Education Curriculums to Meet the Needs of Disadvantaged Youth and Adults in Rural Areas

PROJECT DIRECTORS: James E. Wall, Assistant Dean
College of Education

James F. Shill, Co-Director
Research Coordinating Unit

INSTITUTION: Mississippi State University
State College, Mississippi 39762

TRAINING PERIOD: July 20-31, 1970

Problem, Purposes, and Objectives

Certain areas of the United States contain concentrations of the disadvantaged, as in the large cities and metropolitan areas. However, many of the disadvantaged do exist in rural areas. It has been stated that the rural areas have supplied the disadvantaged for the urban centers, and apparently will continue to replenish their numbers unless the problems of the disadvantaged are attacked at the source. Although the density would not be as great as in urban centers, there still are rural areas where the ratio between the "haves" and "have nots" is exceedingly unbalanced. The Appalachian Mountain area, Mississippi River delta, and areas of the southwestern U. S. are some examples of regions where heavy concentrations of rural disadvantaged exist. Their needs may be similar and the approach to upgrading their skills may vary, but their major single commonality is that they are poor.

The disadvantaged have been defined and described in many ways. For purposes of this project, they will be briefly, albeit insufficiently, defined as: persons who lack the necessary requisites for upward social mobility. It is assumed that the improving of one's economic status will influence his social mobility potential, and that improving one's occupational abilities will correspondingly improve his economic status by increasing his earning power. Vocational education programs for the disadvantaged should be focused on increasing their social mobility potential by providing opportunities for improvint their occupational entry and advancement. This institute, therefore, was directed toward expanding and improving vocational education programs for disadvantaged youth and adults in rural areas.

Specific objectives of this institute were to offer participants opportunities:

1. to develop and/or improve abilities to identify and define the needs of the rural disadvantaged; to develop criteria for categorizing or grouping for training; to discover measures of aspiration levels, life styles; to develop techniques and procedures for recruitment into and retention in training programs;

2. to develop specific content and methods for use in training the rural disadvantaged; to determine prerequisites to occupational training; to discover techniques for articulating elements of training content and methods; to determine techniques for pacing, phasing, and structuring instructional units according to trainee needs;

3. to assess changes in attitudes toward work, aspirations, and self-esteem; to determine measures for job readiness and procedures for job entry;

4. to develop post-training procedures, structures, and relationships necessary for securing satisfactory occupational adjustment and advancement, and to determine procedures and measures which indicate need for retraining.

Procedures and Activities

A program planning committee was established and utilized in selecting the consultants and finalizing the institute program. This committee began its function six months prior to the institute and was utilized throughout the closing of the institute.

To accomplish the purposes and objectives established, a variety of activities were utilized to increase the understandings and experiences of the participants. Activities included were: (1) formal lecture, (2) demonstrations, (3) informal talks, (4) field trips, (5) symposia, (6) reaction and questioning panels, (7) large and small group discussions, (8) small task force group assignments, and (9) individual assignments.

Conclusions and Recommendations

After analyzing participant satisfaction with the institute, reviewing individual tentative plans of action, and reviewing task force reports, it was concluded that the institute, entitled "Expanding Vocational Education Curriculums to Meet the Needs of Disadvantaged Youth and Adults in Rural Areas," was successful in accomplishing its major purpose, as viewed at this time. However, only a comprehensive follow-up of the extent of implementation of individual plans in the years ahead will give a true measure of the success attained by this institute and the other six institutes in the Rural Multiple Institute Program.

Recommendations evolving from the institute included giving consideration to: (1) confining the duration of institutes to one week, (2) holding institutes in two phases (Phase 1 - training, and Phase II -

reporting and redefining actions of participants after implementing individual plans); (3) continuing the practice of having participants prepare tentative plans of action; (4) continuing small task force groups as effective learning devices; (5) conducting additional institutes on designing specific curriculums for the rural disadvantaged; (6) obtaining or producing curriculum materials at reading levels commensurate with disadvantaged students' abilities; (7) funding projects in which teachers of the disadvantaged and disadvantaged students themselves are utilized in developing and trying out materials; and (8) funding a project to study the sequential aspects of vocational-technical curriculum elements so that each year has been a good investment of student time in terms of socialization, self-reliance, and self-actualization, which is the opposite of traditional "delayed gratification" concepts.

INSTITUTE V

TITLE: Rural Area Application of Vocational Education Innovations Resulting from Research and Development Programs

PROJECT DIRECTOR: Douglas C. Towne, Consultant

INSTITUTION: North Carolina State University at Raleigh

TRAINING PERIOD: May 3-8, 1970

In May of 1970 a one-week workshop was conducted which brought together vocational educators, information science experts, and specialists in planned educational change for the purpose of developing models of information systems designed to utilize research and development information in bringing about innovations designed to facilitate vocational-technical education in rural areas. The activity was one of seven coordinated inservice institutes conducted during 1970 for vocational education and related personnel from rural areas throughout the United States.

Problem and Objectives

The utilization of research and development information in designing programs for education is a common problem. The area of occupational education in the rural regions of the United States is an especially difficult problem. The purpose of the institute described herein was to explore and develop models for implementing occupational education change through utilization of research and development information. The objectives were process-oriented rather than product-oriented, and simulation was utilized to provide participants with surrogate experiences in the change process. The major problems with which the institute dealt related to the transfer and utilization of information to bring about changes in instructional programs.

Procedures and Activities

The basic concept utilized in this workshop was to bring experts in vocational-technical education from rural areas together with experts in the areas of information sciences, educational change, and educational simulation. The participants and consultants were brought together at the University of Pittsburgh during the first week of May, 1970. Utilizing the works of Havelock, Kent, and Williams, simulation exercizes were designed to provide experiences for the participants in utilizing consultants in (1) devising strategies for need clarification, (2) describing processes of identifying needed changes, (3) describing rationale for locating potential sources of solutions, (4) describing relevant research strategies, (5) describing methods of evaluating information obtained, (6) describing methods of solution fabrication and feedback, (7) devising and describing methods of implementation, and (8) devising and describing methods of monitoring. Through the use of various

approaches, the steps in the education change process were illustrated and simulated during the workshop experience.

The participants were requested to conduct searches of relevant information services prior to attending the conference. These searches were utilized during the conference to facilitate additional searches of the ERIC system. Additional preinstitute activities involved the reading of relevant materials by both consultants and participants.

The activities of the workshop itself were highly interactive and quite flexible. The consultants were involved full-time during the week as were selected participant interpreters who were utilized to facilitate interaction and flexibility.

The last major activity of the workshop consisted of three small groups working together to apply the concepts and approaches presented and developed by the consultants, interpreters and participants. The work of these groups resulted in three planned strategies designed to bring about educational change in different problem areas facing occupational education in rural areas.

Outcomes and Recommendations

The major outcome of this workshop was the development of the participants in the areas of information science, educational change and educational simulation. A by-product was the development of the three models for implementing specific change. Another major by-product was the interpretation of Havelock's work as it applies to vocational-technical education in rural areas.

Though this workshop had strong and weak points, the overall recommendation is that such activities need to be conducted to a much greater extent than they presently are. With the diversity of participants included in this workshop, it was found that each person gained something from the workshop, and they should be able to utilize this knowledge or skill in their everyday working situation. The diversity of participants also indicated that several had had the opportunity to learn within these areas prior to attending the conference, but many more were acquainted for the first time with many of the concepts and approaches presented. It seemed very obvious that the participants from local educational agencies had not been exposed to these types of activities prior to the conference. This indicates that many more conferences of this nature could well be justified at the local educational agency level.

INSTITUTE VI

TITLE: Orientation to New Concepts and Programs of Career Orientation and Occupational Education for Students in Rural Areas

PROJECT DIRECTOR: James E. (Gene) Bottoms, Consultant

INSTITUTION: North Carolina State University at Raleigh

TRAINING PERIOD: July 20-31, 1970

Problems, Purposes, and Objectives

The primary objective of this institute was to provide participants with a more complete understanding of the need for career orientation for rural youth--especially the non-college-bound--and of new concepts and implementation strategies in exemplary programs of career orientation and occupational education at the elementary, junior high, and senior high school levels. The secondary objectives were as follows: (a) to study the value of career orientation and occupational preparation in educational programs for all rural elementary, junior high, and senior high school students; (b) to develop familiarity with new concepts in exemplary programs in the occupational aspects of education; (c) to develop the ability to apply these concepts and exemplary programs in developing improved activities to orient students to the world of work and to expand opportunities in vocational and technical education; and (d) to promote and recommend specific objectives and guideline models for the establishment and conduction of such programs and activities.

Procedures and Activities

To accomplish these objectives, a one-week institute was held in Raleigh, North Carolina, during June 21-27, 1970, for 72 participants who had been recommended by their state directors of vocational education. The major difference between this and other, similar institutes was that before a participant was accepted, he had to commit himself to work during the institute on a task that he would implement upon returning to his setting. This commitment created a positive "mental set" toward the institute on the part of the participants.

The institute consisted of qualified personnel presenting background information and describing model programs for providing career development from kindergarten through grade 12. Participants were preassigned to eight task groups for the purpose of formulating guidelines for the implementation of programs in their own state or institution. Furthermore, each participant was asked to prepare a statement of intent regarding what he planned to do upon returning to his setting.

Outcomes and Recommendations

The institute produced two significant outcomes. First, the process used to plan and carry out the institute seems to be one that deserves duplication. The institute program--including background papers, exemplary programs, task group assignments, and direction--could serve as a major input to such institutes. If the long-term evaluation of this institute is as positive as the immediate reaction of the participants, duplication of the institute would be worthy of any state's consideration.

The second outcome was the formulation of a set of comprehensive guidelines for a total program of career development education in rural areas. This set of guidelines is backed up by task group reports which provide outlines for the different facets of a total "Career Development Education Program" K through 12. In addition, abstracts of exemplary programs at each educational level are presented along with background papers that serve as a frame of reference for the development of a total career development education program for rural youth.

INSTITUTE VII

TITLE: Development of Vocational Guidance and Placement Personnel for Rural Areas

PROJECT DIRECTOR: Harry K. Brobst
Professor of Psychology

INSTITUTION: Oklahoma State University
Stillwater, Oklahoma

TRAINING PERIOD: July 5, 1970, to July 10, 1970

Needs, Purposes, Objectives

The need continues for competent counselors and other guidance and placement personnel who can work with rural students in the areas of career development, occupational education, job placement, and work adjustment activities. Competent guidance workers and adequate counseling facilities in rural areas must be viewed as critical in light of the fact that: (1) the pattern of rural-to-urban migration has indicated an increasing need for the rural schools to prepare their youth for urban life; (2) the number of rural youth moving into occupations other than farming has been larger than the number of rural youth remaining in agriculture; (3) large cities have more than twice as many of the youth generation as were native, while rural areas have lost about one-third of the young people; (4) rural youth have been frequently at a disadvantage because of limitations imposed by lack of adequate educational, occupational, and guidance resources and opportunities. The institute was designed for the purpose, primarily, of considering ways in which the services and competencies of counselors and other placement personnel who work with students in rural settings might be increased and improved.

The institute was planned so as to focus on consideration of the following concerns: (1) the present status of vocational counseling programs and facilities for students in predominantly rural areas; (2) the problems and characteristics of rural young people which make them different from young people raised in non-rural areas; (3) the orientation and training that counselors should possess who work with rural youth; (4) steps that could be taken to develop more effective and more innovative counseling and placement services, and the procedures for implementing those steps.

Procedures and Activities

Several meetings were held with the director of the National Inservice Training Multiple Institutes for Vocational and Related Personnel in Rural Areas and the directors of each of the institutes. Matters which affected the operation of all seven of the institutes were considered at the meetings. A program planning committee was established

by the director of Institute VII which was used to select the consultants and to assist in finalizing the program for his institute. Preparation for the institute included obtaining certain resource materials as well as securing facilities for meetings and reserving housing accommodations.

In order to carry on the program, a variety of activities were utilized to enrich the institute experience. The program consisted of two formal lectures presented by nationally known individuals. One lecture was concerned with the present status of vocational counseling in predominantly rural areas, the other with the role and preparation of the counselor to meet the needs of rural youth in a changing world. Two panel discussions were presented. One was concerned with the problems and characteristics of rural youth, the other with questions about how vocational counseling and guidance services for rural youth could be improved. A series of group sessions were conducted dealing at length with issues raised in the lectures and in the panel discussions. Statements of intent were prepared by the participants and in each case represented a general plan for a project, program, or service to be initiated as a result of participation in the institute. There were opportunities for informal discussions following the sessions and in the evenings.

Sixty qualified applicants from 39 states, representing a wide variety of backgrounds in vocational education, counseling, and administration, participated in the institute. Not all of the individuals who accepted invitations were able to attend, and their billets were filled by qualified alternates.

Conclusions and Recommendations

The present status of vocational counseling programs and facilities for students in predominantly rural areas indicates that they are not adequate to serve the current needs of rural youth. In the institute much discussion centered around the kinds of steps that could be undertaken to deal with the various facets of the problem. Despite the fact that young people in rural areas tend to have limited access to courses in vocational educational and to programs in technical training, they are likely to have learned the values of a work-oriented society and to have had actual work experience.

With the concept in mind that much can be accomplished with rural youth even with modest efforts, the following suggestions have been proposed or recommended.

1. Counselors working with rural youth should be trained as career development specialists. Such training should include (a) opportunities to refine counseling and consulting skills with clients, parents, school staff, etc.; (b) experiences in utilizing various types of occupational data and media to aid students in decision-making; (c) supervised experiences in more than one industrial setting to become familiar with the jobs and the problems

of the workers and management; and (d) opportunities to conduct and analyze community occupational and educational surveys.

2. The guidance programs of rural schools should be strengthened and expanded by (a) providing developmental programs of vocational guidance from the kindergarten to the senior year in high school; (b) employing resources like educational television and mobile guidance units; (c) using teacher guidance personnel, para-professionals, and representatives from industry, technical education, and youth organizations to perform certain aspects of vocational counseling, advisement, and placement; and (d) strengthening the working relationship with the State Employment Service to maintain up-to-date information on job opportunities in the region.

3. It needs to be stressed that the placement process involves more than the mechanics of placing the individual on the job. It is the responsibility of the total staff working in conjunction with appropriate community and state personnel. Access to various current occupational materials, and the ways in which the materials relate to human resources, are important to the overall process of vocational development. The Oklahoma Occupational Training Information System (OTIS) or a system like it could serve the purposes of placement statewide by making available a comprehensive and continuous procedure for matching manpower supply and demand.

Institute Participation

Number of Participants Served

Resulting from the announcement of the Rural Multiple Institutes, the orientation visits and other forms of publicity, 932 valid trainee applications were received. From this pool of applications, the names of 545 participants and 75 alternates were selected and furnished to the directors of the seven institutes. An analysis of participation after the final institute shows a total of 452 participants in the program. The breakdown of participation by institutes is shown in Table 2.

Table 2. Participation in Rural Multiple Institutes by Institute.

Institute	Number Allotted	Number Participants
I	75	68
II	50	35
III	120	122
IV	100	61
V	50	40
VI	75	66
VII	75	60
TOTAL	545	452

Table 2 shows that only 83 percent of the number of participants allotted were actually served by the institutes. Three factors accounted for this reduction: (1) the proposal estimates for participant transportation were too low; (2) in the midst of the institute program, there was a ten percent increase in the cost of airline transportation; and (3) a high last-minute attrition rate of persons invited to participate made it impossible to replace them with alternates. Problem (3) was particularly acute for Institutes II and IV, both of which were two-week institutes.

Types of Participants Served

Table 1 in Chapter II summarized the participant mix that was expected in the Rural Multiple Institutes. Insofar as possible, this

was used as a guide for final selection of participants. However, as was noted in the previous section, there was a discrepancy between those selected and those actually participating in the program. An analysis of participation yielded a substantial correlation between the types of participants sought and those who actually participated. Table 3 presents a summary of the types of participants attending the institutes.

An attempt was also made to achieve a reasonable balance between various governmental levels, especially between state and local levels. The participation analysis indicates that approximately 43 percent were from the local level, 39 percent from the state level, 17 percent from the university level, and 1 percent from the national level. The largest single group of participants was State Occupational Education Supervisors, followed by Local Directors of Vocational Education and Vocational Teacher Educators.

Contribution of Consultants

Extensive use of consultants was made in conducting the Rural Multiple Institutes. More than 75 consultants were used to provide expert input and to guide learning and development activities in the seven institutes. The extensive use of consultants was justified for the purpose of bringing into the program the varied talent that could be amassed to impact upon the problems of providing appropriate occupational education in rural areas. A small part of the contribution of the efforts of consultants is represented by the 59 papers included in the final reports of the seven institutes.

A wide variety of consultants were used. They were chosen from the several governmental levels, national to local, and from numerous agencies and institutions. Furthermore, they ranged from theoreticians and researchers to administrators and practitioners. Their competence was used for both establishing rationales for new programs and demonstrating innovative pilot and exemplary programs.

The use made of consultants by the several institute directors varied widely. In some cases limited numbers of highly skilled consultants were used as educational experts to provide a major input and to guide and consult in training and development activities throughout the institute. In other cases, a large number of consultants were brought in for short periods of time to provide crucial input at selected times throughout the institute. In several institutes the director employed the use of participant-consultants. They invited key people with needed special skills and competencies to participate throughout the institute program.

A special group of consultants who contributed greatly to these institutes were specialists from the U. S. Office of Education and other national governmental departments. Fifteen such persons served as consultants or participant-consultants.

Table 3. Rural Multiple Institute Participants by Professional Position and Level.

Type of Participant	Number	Level
U. S. Office of Education	5	National
Occupational Education Supervisor	81	State
Supervisor of Guidance	29	State
RCU Director	17	State
Supervisor of Disadvantaged and Special Needs Programs	12	State
Director of Guidance	8	State
ESC Personnel	5	State
MDTA Supervisor	5	State
Planning Officer	5	State
Supervisor of Special Services	5	State
Advisory Council Personnel	3	State
Assistant State Director of Vocational Education	3	State
Curriculum Specialist	3	State
State Director of Vocational Education	1	State
Director of Vocational Education	41	Local
Area School Director	28	Local
Guidance Counselor	21	Local
Teacher of Vocational Education	19	Local
Rural School Superintendent	17	Local
Director of Guidance	15	Local
Community College Vo-Tech Director	10	Local
Rural-Small City Principal (Secondary)	7	Local
Program Specialist	5	Local
Rural Director of Research and Development	5	Local
Concerted Services (CSTE) Personnel	3	Local
Curriculum Specialist	3	Local
Fiscal Officer	3	Local
Rural-Small City Principal (Elementary)	3	Local
Community College Dean	2	Local
County ESC Personnel	2	Local
Educational Planner	2	Local
Rural Classroom Teacher (Non-Vo-Ed)	2	Local
Teacher of Adults	2	Local
County Extension Agent	1	Local
County Welfare Supervisor	1	Local
Non-Public School Principal	1	Local
Rural TV Reported	1	Local
Vocational Teacher Educator	40	University
Research and Development Personnel	18	University
Counselor Educator	17	University
TOTAL	452	

Finally, the contributions made by those consultants providing background materials cannot be overlooked. Probably the most important contribution of any single consultant was the preparation of a monograph by Dr. C. E. Bishop, entitled The Changing Educational Needs of Rural People (Appendix B) and the accompanying set of slides and the taped presentation which were used in each institute. Another very valuable contribution was the material made available by Dr. Ronald G. Havelock on innovation in education. This included the introductory chapter to his Guide to Innovation in Education (Appendix C) along with a taped presentation and study guide which were used in each institute. Although the publication by Griessman and Densley, Review and Synthesis of Research on Vocational Education in Rural Areas, was not produced in connection with the Rural Multiple Institutes, it contributed greatly to the training program of each institute. Furthermore, both Griessman and Densley served as either a consultant or a participant-consultant to one of the institutes.

The items mentioned above are just a few of the tangible contributions made by consultants to the Rural Multiple Institutes. There is no way to measure the magnitude of the total contribution they made.

Preparation of Statements of Intent

One of the activities in which each participant was encouraged to engage while attending an institute was the development of a plan of action related to the institute objectives that he would pursue upon returning home. This was called a "Statement of Intent" and represented the participant's commitment to make use of the institute output. Of the 452 participants involved, 400 prepared and submitted copies of their plans. In this section is presented a brief summary of the types of activities that were developed in each of the institutes and a limited number of exemplary plans for each.

Institute I: Coordination of Supportive Services for Vocational Education in Rural Areas

A total of 59 participant statements of intent, some of which contained multiple projects and activities to be initiated, were submitted. Plans centered around three basic ideas: (1) community involvement in rural vocational programs, (2) development of supportive services data banks, and (3) coordination of school and community services.

Community involvement. Community receptivity is accomplished through involvement of people in the community. The continuum extends from creating a general awareness of the vocational needs and offerings to very active involvement of the professional clientele in creating cohesion in the utilization of supportive services. Several different plans were developed to inform the general public through the news media, films, mobile units, advisory councils, and professional vocational personnel. Coordinating institutes and meetings of the various community resource agencies can be utilized to identify community vocational needs, assess resources, and plan courses of action for the utilization of supportive services for vocational education programs.

Supportive services data bank. Some sort of a data bank for supportive services was planned by about one-third of the participants. The projects ranged from developing a pamphlet to planning computer-operated data banks. A data bank would include occupational information, training opportunities, and services available from organizations which provide any type of supportive role to vocational education. Included with the information would be the name and address of such resource agencies as employment offices, rehabilitation offices, labor unions, research coordinating units, farm extension services, civic clubs, churches, welfare agencies, etc. The overall objective would be to utilize the data bank as a vehicle of communication and coordination to reduce overlap and confusion.

Coordination of school and community services. Twenty participants planned to upgrade the coordination of supportive services. Several participants planned to strive for the establishment of professional positions in educational agencies to coordinate supportive services at both state and local levels. The remainder planned to either organize state and regional committees such as CAMPS, on which are representatives of all concerned groups, or use existing CAMPS committees as a vehicle for planning and initiating coordinating programs, disseminating and implementing supportive services.

Institute II: Planning Annual and Long-Range Programs of Vocational Education for Rural Areas

Each of the 32 participants in this institute developed a proposed solution to a problem or concern in his own field of responsibility including the identification of the instruments, guidelines, models, objectives, and goals necessary for solving it. The projects submitted were designed to solve problems in the following areas: (1) educational resource management system, (2) guides to improve educational planning, (3) curriculum planning, and (4) evaluation activities.

Educational resource management system. Four of the participants planned the initiation and development phase of an educational resource management system through group meetings as a means to acquaint those professionals unfamiliar with such systems as the Planning, Programming, Budgeting and Evaluation System. From these meetings a task force was to be formed to complete this phase. Six participants felt their personnel were more knowledgeable in PPBES; therefore, they planned to use preservice and inservice training in the use of an educational resource management system to assist teachers and administrators in program planning.

Guides to improve educational planning. Planning guides for annual and long-range planning were proposed by ten participants. They proposed to develop planning guides for one or more of the following purposes: (1) to provide state-wide data for local planning, (2) to improve planning at the local level, (3) to improve the administration of vocational education, or (4) to improve the quality of vocational offerings.

Curriculum planning. The eight participants in this category proposed to carry out one of the following curriculum-planning activities: (1) survey the needs of potential dropouts, (2) develop programs to meet the needs of potential dropouts through such means as fusing vocational and academic offerings, (3) develop balanced comprehensive programs for occupational education, or (4) develop curriculum materials.

Evaluation activities. Four participants planned the following separate evaluation activities: (1) evaluation of manpower and occupational needs and student (including handicapped and disadvantaged) educational needs, (2) evaluation of the assignment of state agricultural education staff activities to improve efficiency, (3) investment benefit evaluation of office education, and (4) development of an instrument to evaluate vocational education.

Institute III: Modifying Programs of Vocational Education to Meet the Changing Needs of Rural People

Of those attending this institute, 109 participants submitted statements of intent. These plans dealt with numerous approaches for improvement and expansion of occupational education opportunities in rural schools. They included projects designed to provide career orientation and exploration, provide additional course offerings, provide mobile units and laboratories, expand cooperative education programs, and use numerous other approaches to increase the rural school's ability to serve all its people. Some examples are described briefly below.

Career orientation and exploration. Plans in this area called for the development of programs of career orientation and exploration for students in kindergarten through the middle grades, ranging from recommending new program development to modifying and extending present programs. They included such activities as writing curricula, teacher orientation, and public relations. Programs would be implemented that would provide information about and experience in occupations, develop wholesome attitudes toward work, and develop the individual's self-image.

Providing additional courses for rural schools. Areas for additional courses or programs were planned for natural resources, agribusiness, off-farm occupations, pilot programs for isolated small schools, instructional modules for vocational courses, model or demonstration projects, and programs for the disadvantaged to help retain them in high school.

Cooperative programs. Several participants planned to institute vocational cooperative programs to provide laboratory experience and on-the-job training in several occupational areas.

Use of mobile units or laboratories. The participants in this area planned to develop intensive mobile units or laboratories to use in remote areas to provide additional educational experiences. Plans

called for sharing equipment and services; using itinerate teachers and local talent from schools, business, industry, and agriculture; occasional bussing; and using programmed instruction. The mobile units would be used for nearly all levels of vocational education.

Developing adult programs. The major emphasis under this category involved developing adult programs to meet the occupational education needs of the adults in the community. Those participants who were specific about to whom the programs would be directed included low-income farmers and those engaged in agri-business. The low-income farmer would be provided financial assistance and the use of supportive services such as the Extension Service, Agricultural Soil Conservation Service, and similar organizations. Those in agri-business would be presented programs in chemicals and pesticides, agricultural waste disposal, agricultural buildings, material handling problems, environmental control, water supply, etc.

Job information and development. The plans in this area call for the development of plans to work with the employment service to determine job opportunities, develop diverse vocational education opportunities, and provide this information to school officials and those who need employment.

Utilizing vocational-technical schools. Besides planning the curriculum, summer programs were proposed primarily for the dropouts and the potential dropouts to help retain them in high school and develop interest in continuing their education after high school. One program proposed moving the above type of students to the area vocational school; providing housing, jobs, supervision, and counseling; and utilizing business, education, government, and cultural and recreactional facilities in training.

Inservice training of rural teachers. Plans for inservice training of rural occupational teachers included the following: (1) planning, initiating, and evaluating programs for special needs; (2) assessing job opportunities in the local area; (3) occupational clusters; (4) training for teaching specialized courses; (5) programs to train college personnel and postsecondary personnel for teaching the disadvantaged student; (6) instruction in career education; (7) leadership and vocational staff development; (8) developing teaching materials for specific courses utilizing vocational teachers as consultants; (9) social systems (rural and urban) which have implications for vocational education; and (10) guidance, counseling, placement, and follow-up services.

Curriculum development for rehabilitation of handicapped and disadvantaged. Several participants planned to develop new and to modify existing instructional materials for the disadvantaged and handicapped. The programs include career development, skill development, home improvement, home food supply and beautification, self-confidence, and community pride. They include the development of a cooperative relationship and involvement of the following organizations or agencies: vocational rehabilitation, special education, CAMPS, community action agencies, adult basic education, correctional institutions, mental health, religious organizations, and educational institutions.

Institute IV: Expanding Vocational Curriculums to Meet the Needs of Disadvantaged Youth and Adults in Rural Areas

Fifty-eight participants of this institute submitted statements of intent. The plans that were submitted were directed toward achieving one of the following objectives:

1. To develop and/or improve abilities to identify and define the needs of the rural disadvantaged; to develop criteria for categorizing or grouping for training; to discover measures of aspiration levels and life styles; and to develop techniques and procedures for recruitment into and retention in training programs.

2. To develop specific content and methods for use in training the rural disadvantaged; to determine prerequisites to occupational training; to discover techniques for articulating elements of training content and methods; and to determine techniques for pacing, phasing, and structuring instructional units according to trainee needs.

3. To produce changes in attitude toward work, aspirations, self-esteem; and to determine measures of job readiness and procedures for job entry.

4. To develop post-training procedures, structures, and relationships necessary for securing satisfactory occupational adjustment advancement; and to determine procedures and measures which indicate need for retraining.

Identifying and recruiting the disadvantaged. Several participants planned to initiate projects to identify those disadvantaged whose needs had not been met. Identification was to be accomplished through community and institutional surveys. Others planned to identify the specific needs, desires, and abilities of the disadvantaged as a basis for planning more relevant occupational education programs.

In the area of recruitment and retention, several participants planned programs of recruitment, tutoring, counseling, supervision, and necessary supportive services for disadvantaged youth and adults. Motivation to attend school or classes would be provided through personal contact, representatives of the school, welfare department, employment security, churches, students in school, radio, television, newspapers, planned out-reach programs, and other community agencies.

Content and methods of training the rural disadvantaged. Projects planned to improve content and training methods for the rural disadvantaged are exemplified by the following ideas and activities:

(a) Modify the curriculum in terms of behavioral objectives. This would include revising the objectives of curriculum materials, assisting teachers in identifying specific objectives and encouraging students to accept the challenge of these objectives.

(b) Provide individual instruction. Strategies would include the purchase of additional texts and study aids, use of newspapers, purchase of broad grade-level materials, and the use of sensory conceptual teaching methods. Evaluation would be built in through experimental groups and with pretest and posttest techniques, using student self-appraisal forms and teacher and employer student progress reports.

(c) Develop plans for the proper utilization of curriculum guides and instructional materials. Units of instruction would be planned by teachers of industrial arts, business, home economics, and agriculture to be used by other teachers as resource materials that would relate jobs to the everyday classroom accomplishments. Assistance and consultation would be provided to local and state educators to promote and maintain optimal local planning and action for services to meet the needs of the disadvantaged.

(d) Mobile units will be investigated for possible use in conjunction with stationary units for remote areas. Counseling services will be extended with mobile units in cooperation with local schools and supportive agencies.

(e) Programs based on the needs of the disadvantaged would be designed with the following characteristics: (1) flexible and open-ended permitting success after reasonable periods of performance; (2) short-term; (3) self-sustaining--permitting enrollment on a continuing basis; and (4) geared to employment opportunities available.

Improving attitudes toward work and self. Several participants were interested in projects in this area. An analysis of these projects yielded the following procedures and activities which are recommended for use for improving the disadvantaged student's attitude toward work, his aspiration, and his self-esteem:

(a) Creating a positive self-image through counseling programs.

(b) Reviving aspirations and expectations through the realization of some degree of success.

(c) Strengthening family pride and relationships through participation in community activities.

(d) Extending relationships outside the family.

(e) Understanding the interaction of human beings with aspects of the environment.

(f) Encouraging compatible employer and employee relationships.

(g) Interpreting laws and regulations related to individuals, families, and the world of work.

The assessment of the change would be measured through observing changes in the student's occupational plans and progress.

Post-training procedures and occupational adjustment. A few participants prepared statements of intent concerned with what happens to students after they have completed a training program. These plans suggest that after a student's placement on a job, a follow-up evaluation would be made to assess individual growth and determine if his job experiences should be modified or if he should be recycled. In case the individual's first job placement is not suitable, recycling him in the training program should give him an opportunity to explore several vocational opportunities prior to making another choice. Mobile classrooms were suggested as a method of providing additional counseling services after the disadvantaged student was placed on the job.

Institute V: Rural Area Application of Vocational Education Innovations Resulting from Research and Development Programs

The objective of this institute was to bring together vocational education researchers and practitioners with information science researchers to develop and test models for the application of vocational education innovations resulting from research and development programs. The institute focused on sources of information, information retrieved, and the change process. Therefore, the statements of intent developed by the participants dealt with one or more of these concepts. A total of 32 participants submitted statements of intent.

The largest single activity that was planned was to conduct computerized searches for information from such clearinghouses as ERIC, NASA, and the Department of Defense. The individual participants planned their searches to obtain research and other information needed for developing new programs, curricula, or other activities in their special areas of interest. Most notable of these areas were occupational information programs, exemplary occupational curricula, improved guidance programs, and evaluation.

Several statements of intent presented plans for conducting conferences and seminars with state and local occupational educators on the process of change and the introduction of innovation into on-going programs. These plans included the utilization of many of the same activities that were used during the institute in training local educators in the process of change.

Several participants identified some specific changes they wished to make in their agencies when they returned home. Their plans outlined specific procedures they planned to follow to insure that the changes would be made and accepted by the other members of their staffs. These procedures were based on a principle developed by Dr. Ronald Havelock in his manual entitled A Guide to Innovation in Education.

Institute VI: Orientation to New Concepts and Programs for Career Orientation and Occupational Education for Students in Rural Areas

The overall objectives of the institute were to provide participants with a more complete understanding of the need for career orientation for rural youth, especially the non-college-bound, and new concepts in exemplary programs of career orientation and occupational education at the elementary, junior high, and senior high school levels along with strategies for implementation. Here, again, the focus of the institute was rather specific, dealing primarily with career development and orientation programs. Without exception, the 50 statements of intent that were submitted presented plans for conducting activities in this area.

The following are examples of the kinds of activities that were planned.

1. Develop a plan to stimulate and gain the support of the local school superintendent, school board, and key school personnel through a comprehensive career information program.

2. Organize an advisory committee (school board, teachers, students, and citizens) to study occupational needs (local, area, and state) and their implications for the curriculum.

3. Develop a proposal for a statewide study of the status of career development, and assess priorities for such a program.

4. Establish an occupational and career resource center or library.

5. Develop a job placement center which would include occupational information and guidance. It would deal with such services as pre-admission of students, group guidance, in-service training, job placement, and follow-up.

6. Develop and implement a K-12 vocational guidance and placement program.

7. Develop a model for vocational guidance programming based upon a systems approach and student behavioral objectives.

8. Develop a handbook of vocational guidance methods, K-14.

9. Develop a sequential and multilevel occupational education program which enables the student to move from one program to another without penalty.

10. Develop a model which integrates the occupational program with academic program.

11. Develop the cluster concept for the teaching of several occupational areas.

12. Develop guidelines for providing occupational orientation and exploration in preservice teacher education courses.

13. Initiate a year-long inservice program for teachers, principals, counselors, and librarians. Provide orientation to broaden the teachers' knowledge of community occupations, curriculum development, resources, and materials. The schedule would include two days before school, one hour per week during school, and one day after school.

Institute VII: Development of Vocational Guidance and Placement Personnel for Rural Areas

All of the 60 participants submitted statements of intent. A description of these plans is summarized under the following headings: preparing counselor and support personnel, use of occupational resources and materials in guidance, placement procedures, and development of guidance programs.

Preparing counselor and support personnel. The following activities were included in the statements of intent in this area:

1. Re-evaluate all current policies and procedures affecting the counselor's function in certain area vocational-technical schools in order to formulate new counselor function priorities to meet the present needs of the students.

2. Develop a role model of the high school counselor that emphasizes guidance performance as it relates to the articulation of career development with vocational-technical education for all high school students.

3. Develop a project to prepare and use counselor aids in high schools in five rural school districts. The aids would receive formal training in a university setting and would be competent in obtaining personnel information, securing and maintaining data about the world of work, initiating general contacts with referral agencies, obtaining follow-up information of a routine nature, discussing with small groups certain kinds of information pertinent to youth, etc.

4. Develop a program which utilizes community resource people in assisting students at a large occupational education center to gain a better understanding of the world of work.

Use of occupational resources and materials in guidance. A large number of plans were developed in this area. The following are examples of the activities presented:

1. For schools in certain isolated rural areas that have no counselors or vocational education teachers, use mobile units.

6. the employment of mobile vocational units to provide occupational information and vocational counseling services to such youth.

7. the organization of inservice workshops for counselors, teachers, and administrators in conjunction with the staffs of the vocational-technical schools.

8. the development of curricular materials appropriate to the career development needs of all age levels.

9. the employment of para-professionals who are members of youth organizations, which are vocationally oriented, to assist in the guidance and placement of rural youth.

10. the utilization of the representatives from business and industry, who comprise the advisory boards of the vocational-technical schools, to serve as placement advisors and counselors.

11. the management of experiences like organized visits to places of business, to industrial plants, and to various state and federal agencies to achieve more complete career development objectives.

CHAPTER IV

EVALUATION

The evaluation of the Rural Multiple Institutes is especially important because it encompasses not only traditional institute evaluation but also the "multiple institutes" concept. In many respects, the evaluation of this concept is the most important part of the evaluation. Therefore, much of the instrumentation for evaluation was designed to assess the impact of the "multiple" aspect of the institutes on programs of vocational education within states. Perhaps the major question to be answered by the evaluation was: Is the payoff from inservice education offered through a "multiple institutes" approach greater than that offered on a separately managed or "single institute" basis? The evaluation, then, focuses primarily upon answering this question.

Within the context of the multiple institute concept, the evaluation was designed to determine whether the institute objectives have been attained. As stated in Chapter II, these objectives were translated into the following behavioral changes which were used to guide the evaluation:

1. The institute participants should view themselves as change agents to a greater extent at the end of the program than they did at the beginning of the program.

2. The institute participants should view themselves as more capable of bringing about change at the end of the program than they did at the beginning of the program.

3. The institute participants should have more positive attitudes toward vocational education in rural areas at the end of the program than they had at the beginning of the program.

4. At the end of the program the participants should view the institute as having met its stated objectives.

5. After the participants leave the institute, they should use the information obtained in the institute to bring about changes within the communities and states represented at the institutes.

This chapter presents a discussion of the findings from the evaluative data used to measure the attainment of the evaluation objectives. Findings are presented and discussed around the following topics: state participation in the Rural Multiple Institutes, immediate evaluation of the multiple institutes, measurement of participant/change agent role, dissemination activities, cooperative activity among state participants, professional activities assisted by institute participation, and the impact of the Rural Multiple Institutes on state programs of occupational education.

Follow-up on Statements of Intent

Six months after the last institute was held, a brief follow-up survey questionnaire (Appendix F) was prepared and mailed to each participant along with a copy of his statement of intent. Four hundred questionnaires were mailed to those participants who had submitted a statement of intent at the close of the institutes. Of these, 312 participants completed and returned the questionnaires, a 78 percent response.

An analysis of the data from the questionnaires indicated that nearly 82 percent of those responding had been able to implement their plans. However, the degree of progress toward accomplishment ranged from those who had just begun to initiate their plans to some who had completed an entire project. Those who had not initiated their statement of intent were asked why they were unable to do so. The obstacles mentioned most often were lack of funds, lack of time, and diverse interests in other activities taking precedence over the initiation of the plan. Of the group that did not initiate their plan, over one-half (56 percent) indicated that they had initiated alternate projects related to the content of the institute they attended. It is significant that only 25 of the 312 respondents (eight percent) indicated that they had engaged in no professional activity related to their participation in the institute program.

Finally, the respondents were asked to estimate the value their institute participation had in assisting them with their regular professional activities. Table 4 presents the results obtained.

Table 4. Comparison of the Value Attributed to the Institutes in Improving the Program With Which the Participants Were Associated.

Value of Institute	Number	Percent
Extremely Valuable	156	50.0
Some Value	152	48.7
No Value	4	1.3
TOTAL	312	100.0

The important finding depicted in Table 4 is that 50 percent indicated that the institutes were of extreme value, whereas less than 1.5 percent indicate that they were of no value. Perhaps the use of the statements of intent resulted in a commitment on the part of the participants to

use the institute output in their own programs. On the basis of the evidence presented, it may logically be concluded that this probably would not have occurred if the participants had not had the opportunity to develop a plan of action before they departed the institute.

Major Outcomes and Products of the Rural Multiple Institutes

Immediate tangible products of short-term inservice training activities are very difficult to produce. More often than not, these activities are expected to produce instant solutions to problems, perfect models, or accurate predictions of the future. However, experience has shown that the true value of institutes and workshops can only be judged after a considerable amount of time has elapsed. The Rural Multiple Institutes were designed as working conferences with definite objectives to produce some immediate products, such as guidelines, models, and relevant conceptual papers, as well as to produce a long-term training effect.

Some immediate tangible products were produced and will be presented in this section. The reader is cautioned, however, that many of the products presented in the final reports are imperfect, somewhat tentative, and unpolished. They must be considered in light of the shortcomings of products produced in committees with limited time and resources. Those major products which are discussed in this section are those which the author judged to have relevance and high potential for the improvement of occupational education in rural areas.

Institute I

Produced in Institute I were 13 papers that were presented by consultants from the national to local levels. The five task force groups that functioned during the week-long session developed five different models for coordinating supportive services for occupational education programs, especially in rural areas. Each model was accompanied by a set of guidelines and instructions for operationalizing it. As a by-product of this institute the director is preparing a 15-page guide entitled A Guide to the Coordination of Supportive Services for Vocational Education Student in Rural Areas.

Institute II

In Institute II, 16 papers were produced and included in the final report. The major product growing out of this institute was a set of simulation devices that were designed for the training of vocational education planners. The devices included problems, instructional activities, and needed data and materials for solution. The development of these devices was based on the following criteria:

1. Opportunity for "reality testing" of new behaviors or new skills must be provided.

2. All essential information and dimensions should be available to enable application of good planning procedures to each of the problems utilized.

3. A range of technical areas should be represented, both to illustrate the universality of PPBES principles and to maximize transferability of experimental activities.

4. All participants should have an opportunity to experience each step and phase of planning, rather than either being restricted to his or her normal area of specialization or being dependent on some other individual or group for a previous step.

5. Problems should be adequately complex to challenge the most sophisticated participant without being so complicated that the inexperienced would be overwhelmed.

6. Avoidance of constraints peculiar to local situations is necessary if concentration is to be on operational and learning activities, rather than on re-hashing the frustrations and limitations of each participant's "home" operation.

7. All activities should be oriented to a single environment, with minimum participant time and effort expended in becoming acquainted with the dimensions and constraints associated with the locale.

8. Programs should be unlike those normally treated by the participants without being either ridiculously simple or so far-fetched that they appeared, to the participants, as "mickeymouse" or busy-work.

9. Any adoption or adaptation of previously prepared materials should be made only where the volume and/or type of work would be appropriate to occupational program planning for rural areas (effectively and efficiently).

10. The locale selected or developed should represent a sample of the geography, population distribution, economic conditions, educational opportunities, political realities, and personnel to which each participant could relate his own situation.

Institute III

Three background papers were prepared specifically for this institute and are included in the final report. The major contribution of this institute was the production of six occupational education models designed to meet the changing needs of people in rural areas. Six work groups functioned during the institute to produce the models along with the accompanying procedures for operationalizing each model. Models were developed for the following components of the rural educational system:

1. Kindergarten through eighth grade

2. Consolidated secondary school program

3. Isolated secondary school program

4. Vocational adult education

5. Postsecondary vocational education program

6. Rehabilitation services in rural vocational education

Institute IV

A major product of this institute was the production and presentation of 18 varied papers on problems, programs, and practices related to rural disadvantaged youth and adults. Some of the nation's best thinking on the theme of providing appropriate education for the disadvantaged is contained in this set of papers. Another contribution of the institute was the production of various formats for vocational education programs for the disadvantaged by six task force groups that functioned during two-week sessions. Format development was based on answers to the following set of questions in four major areas through the combined resources of consultants and participants.

I. The Population

(a) Who are the disadvantaged?
(b) What are their needs? (occupational, educational, social, etc.)
(c) What should we consider in order to develop and implement programs?
(d) What are the best methods of reaching, recruiting, and retaining this group in programs?

II. Program Inputs

(a) What are the essential components of programs for disadvantaged?
(b) Are there other elements which may be variable?
(c) Are special materials and methods required?
(d) How important are supportive services?
(e) Do personnel working with these groups require special skills and/or training? If so, how can they be developed?

III. The Output

(a) How far should program objectives be designed to go after training is complete?
(b) What are the best determinants of job readiness?
(c) What type of counseling is most critical to successful placement and adjustment?

IV. Evaluation and Follow-up

(a) What factors should be considered in evaluating program effectiveness and using this information as feedback?

(b) What methods can be employed to promote maximum job retention and adjustment?

Institute V

The major outcome of Institute V was the development of the participants in the area of information science, educational change, and educational simulation. Through simulated experiences, participants were able to identify from various information sources, research and development findings that had potential for improvement of rural occupational education programs. Furthermore, they learned procedures for efficient retrieval of relevant findings and innovative ideas. The culminating experience was the interpretation of Ronald Havelock's work on the process of introducing educational innovation and its application to improving occupational programs in rural areas.

A by-product of this experience was the development of three specific process models for implementing specific change. The models produced dealt with the following problem areas:

Process Model 1: Introducing into a rural middle schools program a curriculum that relates instruction to the world of work.

Process Model 2: Introducing program changes to better serve the occupational education needs of students in a small isolated rural school.

Process Model 3: Introducing needed changes in counselor preparation programs to encompass the vocational aspect of counseling.

Institute VI

Three background papers were developed and presented along with reports from nine exemplary projects on "career orientation and occupational education for students in rural areas." In addition to these papers, the major product was the development of a set of comprehensive guidelines for a total program of career development education in rural areas which was produced by eight task force groups that functioned throughout the institute.

Guidelines which contain objectives, rationale, implementation procedures (including such things as principles, content, activities, resources, inservice activities, schedule, and cost), and evaluations were prepared in the following areas:

1. Using the curriculum for a program of career orientation in grades kindergarten through eight

2. A program of exploration and pre-vocational education at the junior high school level

3. A program of career orientation through the guidance counselor

4. Career exploration, pre-vocational and preparatory programs for rural high schools

5. Job placement programs

6. Strengthening state-level activities for career orientation

Institute VII

Three major background papers on guidance and placement services in rural areas were prepared and presented in Institute VII. These formal presentations dealt with the present status of counseling and guidance in rural areas, the career development needs of rural youth, an occupational information system, and its implications for placement. Another major product of this institute was a set of recommendations for the improvement of guidance and placement services in rural schools which grew out of the combined thinking and exploration of the five discussion groups that functioned throughout the week. They recommended:

1. that counselors, para-professionals, and community service workers have broader understandings of vocational counseling, guidance, and placement procedures than many such workers currently possess. In addition to having a fairly extensive knowledge of the world of work, counselors should have insights into the difficulties and limitations faced by both rural and urban youth seeking employment.

2. that counselors spend more time visiting local businesses and industries, meeting with teachers and workers in rural areas, and interacting with all types of community resource personnel.

3. that guidance workers who serve rural youth be knowledgeable of opportunities available in various vocational-technical schools currently developing and in operation in rural sections of the land, and understand how these programs may best serve individuals in meeting the challenges of the world of work.

4. that if the counselors and other counseling personnel need to be upgraded to do the job more effectively, they should (a) be given non-education occupational experiences through in-service on-the-job training and (b) be exposed to further appropriate instruction in counseling skills at more advanced levels.

5. the utilization of educational television for working with the educational and counseling needs of rural youth.

6. the employment of mobile vocational units to provide occupational information and vocational counseling services to such youth.

7. the organization of inservice workshops for counselors, teachers, and administrators in conjunction with the staffs of the vocational-technical schools.

8. the development of curricular materials appropriate to the career development needs of all age levels.

9. the employment of para-professionals who are members of youth organizations, which are vocationally oriented, to assist in the guidance and placement of rural youth.

10. the utilization of the representatives from business and industry, who comprise the advisory boards of the vocational-technical schools, to serve as placement advisors and counselors.

11. the management of experiences like organized visits to places of business, to industrial plants, and to various state and federal agencies to achieve more complete career development objectives.

CHAPTER IV

EVALUATION

The evaluation of the Rural Multiple Institutes is especially important because it encompasses not only traditional institute evaluation but also the "multiple institutes" concept. In many respects, the evaluation of this concept is the most important part of the evaluation. Therefore, much of the instrumentation for evaluation was designed to assess the impact of the "multiple" aspect of the institutes on programs of vocational education within states. Perhaps the major question to be answered by the evaluation was: Is the payoff from inservice education offered through a "multiple institutes" approach greater than that offered on a separately managed or "single institute" basis? The evaluation, then, focuses primarily upon answering this question.

Within the context of the multiple institute concept, the evaluation was designed to determine whether the institute objectives have been attained. As stated in Chapter II, these objectives were translated into the following behavioral changes which were used to guide the evaluation:

1. The institute participants should view themselves as change agents to a greater extent at the end of the program than they did at the beginning of the program.

2. The institute participants should view themselves as more capable of bringing about change at the end of the program than they did at the beginning of the program.

3. The institute participants should have more positive attitudes toward vocational education in rural areas at the end of the program than they had at the beginning of the program.

4. At the end of the program the participants should view the institute as having met its stated objectives.

5. After the participants leave the institute, they should use the information obtained in the institute to bring about changes within the communities and states represented at the institutes.

This chapter presents a discussion of the findings from the evaluative data used to measure the attainment of the evaluation objectives. Findings are presented and discussed around the following topics: state participation in the Rural Multiple Institutes, immediate evaluation of the multiple institutes, measurement of participant/change agent role, dissemination activities, cooperative activity among state participants, professional activities assisted by institute participation, and the impact of the Rural Multiple Institutes on state programs of occupational education.

State Participation in the Rural Multiple Institutes

One of the factors considered in the selection of participants for Rural Multiple Institutes was a balanced state participation in the several individual institutes. Insofar as the pool of applicants would allow, the steering committee accepted at least one participant per state for each of the seven institutes, particularly for those states with significant rural populations. Exceptions were made for some of the states in the industrial Northeast, whose rural population was negligible, and Hawaii and Alaska, whose lack of participation in certain institutes was due to limited funds for transportation.

A summary of participation in the institute for each state is presented in Table 5. The range of participation is from zero in one highly industrialized state to 23 in each of two highly rural states. The mean participation per state is approximately nine, with a median of ten. On the surface, these averages look pretty good. However, when each state's participation is analyzed, a rather poor distribution of participants among the seven institutes is found. Only 10 states had one or more participants in each of the seven institutes. Nine states had participants in six institutes, and another nine had participants in five. Therefore, the attempt to achieve balanced participation has to be judged somewhat less than successful. This lack of success can be attributed primarily to two factors: (1) a limited number of qualified applicants from several states and (2) the use of alternates to replace those who declined their invitation and those who dropped out shortly before the institutes were held.

Table 5. Number of Participants in Rural Multiple Institutes by States.

State	Institute							
	I	II	III	IV	V	VI	VII	Total
Alabama	1	0	14	0	0	0	2	17
Alaska	0	0	1	0	0	0	1	2
Arkansas	8	2	5	3	0	3	2	23
Arizona	1	1	1	2	1	2	0	8
California	1	2	4	1	1	1	2	12
Colorado	3	0	3	1	1	2	1	11
Connecticut	1	0	1	0	0	0	0	2
Delaware	0	0	1	1	0	0	1	3
District of Columbia	0	0	1	0	2	2	0	5
Florida	3	1	2	3	1	1	1	12
Georgia	3	2	6	1	1	7	3	23
Hawaii	0	1	1	0	0	1	1	4
Idaho	3	0	3	2	1	0	2	11
Illinois	2	0	3	2	1	3	2	13
Indiana	0	0	1	1	0	3	1	6
Iowa	1	0	0	0	0	0	0	1

Table 5 (continued)

State	Institute							
	I	II	III	IV	V	VI	VII	Total
Kansas	4	1	1	2	1	2	1	12
Kentucky	2	1	4	2	1	1	2	13
Louisiana	1	0	3	0	0	2	1	7
Maine	1	1	0	1	0	0	0	3
Maryland	1	1	1	1	2	1	2	9
Massachusetts	0	0	2	0	0	0	0	2
Michigan	0	1	4	2	1	2	3	13
Minnesota	2	0	3	0	1	2	2	10
Mississippi	1	1	0	2	0	1	1	6
Missouri	0	1	1	1	1	2	2	8
Montana	3	1	2	2	1	2	1	12
Nebraska	1	0	1	2	0	0	1	5
Nevada	1	1	2	1	0	2	1	8
New Hampshire	1	2	2	0	1	0	2	8
New Jersey	0	0	1	0	0	2	0	3
New Mexico	3	0	4	1	2	1	0	11
New York	2	1	2	3	0	2	2	12
North Carolina	0	2	1	6	2	1	2	14
North Dakota	0	1	0	2	0	2	1	6
Ohio	0	0	3	2	2	2	1	10
Oklahoma	2	1	4	0	1	3	2	13
Oregon	0	1	3	2	1	0	1	8
Pennsylvania	1	1	5	2	1	0	4	14
Rhode Island	0	0	0	0	0	0	0	0
South Carolina	0	0	1	1	1	0	1	4
South Dakota	1	1	3	2	1	2	1	11
Tennessee	3	1	1	2	2	2	1	12
Texas	3	1	1	1	1	2	1	10
Utah	1	0	5	2	1	0	0	9
Virginia	0	1	0	0	1	0	1	3
Vermont	2	1	4	0	1	1	0	10
Washington	0	0	0	0	1	0	1	2
West Virginia	2	2	5	0	2	1	2	14
Wisconsin	2	0	4	2	1	1	0	10
Wyoming	2	1	2	0	1	2	1	9
Total	68	35	122	61	40	66	60	452

Immediate Evaluation of Rural Multiple Institutes

In order to provide an immediate assessment of the impact of the National Inservice Training Multiple Institutes for Vocational and Related Personnel in Rural Areas, a short-term post-institute evaluation program was included to supplement the more long-range follow-up study. The purpose of this evaluation was to assess behavioral changes in the participants immediately following each institute. These expected behavioral changes to be measured were the following:

1. The institute participants should view themselves as change agents to a greater extent at the end of the program than they did at the beginning of the program.

2. The institute participants should view themselves as more capable of bringing about change at the end of the program than they did at the beginning of the program.

3. The institute participants should have more positive attitudes toward vocational education in rural areas at the end of the program than they had at the beginning of the program.

4. At the end of the program the participants should view the institute as having met its stated objectives.

Instruments Used in the Evaluation

The Multiple Institutes Steering Committee approved three instruments for administration to all institute participants. Two of the instruments were designed to measure changes which took place as a result of the individual's participation in the institute; the third was an evaluation of the institute itself, from the participant's point of view. The changes which were to be measured were those in the participants' attitudes toward vocational education and their feeling of control over what happens to them and their world. The latter measure was taken in the hope of determining something about each participant's potential as a change agent in his own area. The assumption was that an improvement in the participant's view of himself as a force controlling his own destiny and having an influence on the world around him would indicate a greater likelihood that this person could become an effective change agent. The reader should note that the instruments were administered at the time of the institute in order to assess the immediate effects of the institute. Gains on these measures indicate the possibility of long-range gains from participation in the institute, but follow-up measures would be required to determine if the institute resulted in long-range behavioral changes. Neither the Attitude Toward Vocational Education in Rural Areas nor Institute Evaluation Scale has been standardized. Administration of these measures to other groups without examining the areas of item content, educational level, and establishment of norms is discouraged.

Attitude Toward Vocational Education in Rural Areas Scale

To provide a measure of the participant's attitudes toward vocational education, a 39-item Likert-type Attitude Toward Vocational Education in Rural Areas Scale was constructed (Appendix G). A pool of attitudinal statements about vocational education in rural areas was developed. These statements were obtained from educational literature; from responses of administrators, teachers, and parents to a request for such statements; and from an examination of variables which could differentiate individuals with varying views of vocational education in rural areas. The selection of the 39 items for administration, based on whether the idea appeared to measure a single attitude which was relevant to vocational education in rural areas, was made by a panel. This Attitude Scale contained items which covered a wide range of issues in vocational education. For each of the 39 statements on the scale, respondents were instructed to indicate the extent to which they agreed by selecting one of the following five choices: Strongly Agree, Agree, Undecided, Disagree, or Strongly Disagree.

Procedures. The Attitude Scale was administered as a pretest and posttest to each participant at each institute. Data from the 395 participants who completed both the pretest and the posttest were used in the analysis. Using high (N = 97) and low (N = 97) criterion groups on the first administration, t-values were computed for each of the Attitude Scale items. The 23 items having t-values greater than 7.00 were identified. Since the KR-20 reliability coefficient for the 23 items (r = .853) was found to be only slightly lower than the value obtained using 30 items (r = .860), the 23 "best" items were used to measure attitudes towards vocational education. Each participant's Attitude Scale was rescored on the 23 selected items, thus yielding a possible range of scores from 23 to 115. Scores obtained on the 23-item scale were used to measure attitudes toward vocational education. The 23 selected items have been circled on the Attitude Scale which appears in Appendix G. Based on the above procedures, pretest and posttest scores were computed for each participant. Pretest and posttest means and standard deviations were computed for each institute and for all institutes combined. To determine the significance of the pretest-posttest gains, related t-tests were computed.

Attitudes scale results. The results of the Attitude Scale are presented in Table 6.

Table 6. Comparison of Pre-Institute and Post-Institute Attitude Toward Vocational Education Scores for Participants in the Multiple Institutes.

Measurement	N	Mean	S.D.	Gain	t
Start of Institute	395	92.258	9.004		
				2.299	7.405*
End of Institute	395	94.557	9.427		

*Sig. > .001 (Since the direction of the differences in pretest and posttest means was predicted in advance, the region of rejection is one-tailed.)

As a group, participants in all institutes made gains in their mean scores on the Attitude Toward Vocational Education Measure, ranging from .46 to 3.94. With one exception, there was an increase in the variance of the posttest scores compared with the variance of the pretest scores. The mean gain in scores for the 395 participants in the seven institutes was 2.30. The gain in the mean scores was significant at the .05 level for all but two of the institutes. The gain in mean scores for the combined institutes was significant beyond the .001 level.

Discussion. Based on the analysis of the scores resulting from the pre- and post-institute administration of the Attitude Scale, the objective of the third expected behavioral change was attained. Institute participants had more positive attitudes toward vocational education in rural areas at the end of each institute than they had at the beginning of that institute. There were measured increases in attitude for each institute, and these increases were significant beyond the .001 level for the combined institutes.

Internal-External Control Measure

To provide a measure of the participants' feelings of control over what happens to them and their world, one of Rotter's I-E scales was used (Appendix G). The I-E scale is based upon the notion that an important difference among people is their feeling of control. People described as "internal" feel responsible for what happens to them and their world, while those described as "external" think fortune depends on fate, "the breaks," or uncontrollable events. The person scored as "internal" tends to be more alert in picking up information useful in decision-making, to take steps to better his condition, to be more concerned over failures, and to be less suggestible (Rotter, 1966, pp. 1-28).

Research on the I-E scales suggests that the "feeling-of-control" dimension is a distinct trait and not a new name for some other

construct. Support for this claim comes from low or zero correlations of the I-E scales with questionnaire measures of anxiety, social desirability, scholastic aptitude, etc. Rotter's program of construct validation gives support both to the test and to the "social learning" theory from which it derives. Inasmuch as validation of the I-E scales rests primarily on group differences that are often fairly weak, the test should be used cautiously in making decisions about individuals. Nevertheless, since a major goal of the institutes was to help participants feel responsible for what happens to them and their work in rural vocational education, the I-E scale was judged to be an appropriate measure for the groups of individuals attending the institutes.

Procedures. Rotter's internal-external control scale was used to assess the effect of the institutes on each participant's belief in his ability to control events. Scores were computed for each participant at the beginning of each institute and again at the end of each institute. Pretest and posttest means and standard deviations were computed for each institute and for all institutes combined. To determine the significance of the pretest-posttest gains, related t-tests were computed.

I-E Scale Results

The results of the I-E Scale measurement are presented in Table 7. The possible range of scores on scores on this scale was zero to 29. Low scores on the I-E Scale indicate a high degree of "internality"; high scores reflect a high degree of "externality."

Table 7. Comparison of Pre-Institute and Post-Institute Rotter's I-E Scale Scores for Participants in the Multiple Institutes.

Measurement	N	Mean	S.D.	Gain	t
Start of Institute	393	5.608	3.530		
				.977	7.804*
End of Institute	393	4.631	3.843		

*Sig. > .001 (Since the direction of the differences in pretest and posttest means was predicted in advance, the region of rejection is one-tailed.)

There was some gain in internality by the participants in all institutes. Pretest mean scores ranged from 5.06 to 6.24; posttest mean scores ranged from 3.94 to 5.30. Five of the institutes had mean gains in internality in excess of 1 point. With one exception, there was an increase in the

variance of the scores on the posttest compared with the variance of the pretest. The mean gain in "internality" scores for the combined 395 participants in the institutes was .98. The mean score gains in internality were found to be significant beyond the .05 level for all but one of the institutes. The gain in mean scores in internality for the combined institutes was found to be significant at the .001 level.

Discussion. Based on the analysis of the scores resulting from the pre- and post-institute administrations of the Internal-External Control Scale, the objectives of the first and second expected behavioral changes were attained. The institute participants viewed themselves as change agents to a greater extent at the end of each institute than they did at the beginning, and they viewed themselves as more capable of bringing about change at the end of each institute than they did at the beginning of that institute. There were measured increases in "internality" for each institute, and these increases were significant at the .001 level for the combined institutes.

Institute Evaluation Scale

To provide information regarding the participants' evaluation of the effectiveness of the institutes, the Institute Evaluation Scale (Appendix G) was administered at the end of each institute. This formative evaluation measure contains three types of information about the institutes: (1) a 24-item Likert-type Institute Evaluation Scale containing evaluative statements about various aspects of the institute (items 1-24), yielding scores which could range from 24 to 120; (2) four structured questions with Yes-No response alternatives (items 25, 26, 32, and 33); and (3) seven open-ended questions which provided the participants with an opportunity to write in evaluative statements about the institutes.

Procedures. The Institute Evaluation Scale was administered at the end of the institute. Means and standard deviations were computed for the scores attained on the 24 Likert-type items (items 1-24) of the Institute Evaluation Scale. The percentage of participants responding "yes" to the four structured questions was computed.

Institute evaluation results. High scores on the Institute Evaluation Scale indicated a positive evaluation of the institutes, while low scores indicated a negative evaluation. The results of the 24-item Likert-type Evaluation Scale are presented in Table 8. The maximum score possible was 120. The average score for the combined institutes was 95.76 with a standard deviation of 11.22. The institute mean scores ranged from 86.38 to 102.96, and standard deviations ranged from 8.07 to 12.07, with the variance decreasing as mean scores approached the upper limits of the range.

Table 8. Institute Evaluation Scores of Participants in the Multiple Institute on Vocational Education in Rural Areas.

Number Responding	Mean	S.D.
383	95.760	11.215

The Institute Evaluation Scale included four items designed to obtain information from the participants regarding (a) whether they intend to modify their present or future work as a result of their participation in the institute, (b) whether they have decided to seek some kind of continuing means of exchanging information with the participants and consultants in the institute, (c) whether they would apply for this institute if they could do it over again, and (d) whether they would recommend that others attend the institute.

Table 9 shows the proportion of participants in the institutes responding "yes" to the four questions. A high proportion of the participants in each institute indicated that they intended to modify their future work as a result of their participation in the institute. The lowest proportion was 86 percent, and the highest proportion was 100 percent.

A relatively high proportion of the participants in each institute reported that they intended to seek some means of exchanging information with the participants and consultants in that institute. The proportions ranged from a low of 80 to a high of 94 percent.

Table 9. Reactions of Participants in the Multiple Institutes to Four "As a Result of This Institute" Statements.

Statement	Number of Participants Responding	Proportion Responding "Yes"
"Plan to modify future work"	376	91%
"Will seek means of exchanging information"	378	85%
"Would apply for institute again"	372	83%
"Would recommend others to attend"	373	88%

When participants were asked whether they would apply for the institute again if they had it to do over, the proportion in each institute responding "yes" ranged from 42 to 98 percent. With the exception of one institute, more than 80 percent of participants of each institute responded "yes" to this item.

The proportion of participants reporting they would recommend that others attend the institute ranged from 55 to 100 percent. With the exception of one institute, 87 percent or more of the participants in each of the institutes reported they would recommend that others attend that institute.

Discussion. The results of the Institute Evaluation Scale indicate the institutes met their stated objectives. The scores on this measure were high, indicating a high participant evaluation of the institute. The variance of the scores decreased as institute mean scores increased, suggesting that the upper limits of the range of this measure were being approached by these scores. The 83 percent positive response of the participants that they "would recommend others to attend" supports this assessment of the results of the Institute Evaluation Scale. The 91 percent of the participants who, "as a result of this institute, plan to modify future work" and the 85 percent who "will seek means of exchanging information" support the conclusion that the institutes have been effective in preparing the participants to attain the long-range objectives of the Rural Multiple Institutes: the development of more relevant programs of vocational education, and the initiation of new models of vocational education as exemplary programs and projects.

Responses to the open-ended statements indicated that most of the participants felt the objectives of their institute were largely attained. The criticisms which were expressed to a moderate extent in the open-ended statements of all institutes were criticisms of a perceived emphasis on the philosophical or general instead of the practical or specific. Some participants in each institute suggested that more time be spent in group work sessions. There were criticisms of specifics such as accommodations associated with individual institutes, but the overall tenor of the participants' statements was highly positive.

Discussion of the Immediate Evaluation

The relationship found between attitude toward vocational education gains, internal control gains, and the participants' evaluation of the effectiveness of the institute is shown in Table 10. A relation was found between attitude and internal control gains made for each institute and the evaluation of institute effectiveness. When ranked by the gain in mean scores, there is a general tendency ($r = .82$) for institutes with the highest gain on the Attitude Scale to have the highest gain in internality on the I-E Scale.

Table 10. Relation between Rankings on Three Evaluation Measures.

	Rank Based On Attitude Measure Gain Related to I-E Scale Gain	Rank Based On Attitude Measure Gain Related to Institute Evaluation Scale Score	Rank Based On I-E Scale Gain Related to Institute Evaluation Scale Score
Correlation Coefficient	.82	.43	.00

A less distinct tendency (r = .43) was found for institutes with the greatest gain on the Attitude Measure to receive the highest mean score on the Institute Evaluation Scale. No relationship was found between institute rank on the I-E Scale and their rank based on scores on the Institute Evaluation Scale.

The low relationship between the Institute Evaluation Scale and the other measures could be the result of several factors: (a) the scores were quite high, thus taxing the ability of the scale to differentiate the rank of the institutes in this area; (b) the measure is relatively distinct from the other measures; and, finally, (c) this measure, which asked for the participants' impression of the extent to which objectives were clearly defined and met, could have been oversensitive to the conduct of the latter parts of each institute. Responses to the open-ended questions suggest that the institutes which obtained the highest scores on this measure also ended on a very positive note.

The immediate evaluation supports the conclusion that, to the extent the evaluation instruments were able to measure, the immediate objectives of the multiple institutes were attained. Highly significant gains in attitudes toward vocational education and "internality" were assessed using pre- and post-institute measurement with an Attitude Toward Vocational Education in Rural Areas Scale and Rotter's Internal-External Scales. Furthermore, highly positive participant reactions to the institutes were obtained on the Institute Evaluation Scale.

Measurement of Participants' Change Agent Role

As stated in Chapter II, one of the behavioral changes expected to take place in participants was that after they left the institute they would use the information obtained (institute output) to bring about changes within the communities and states from whence they came. One attempt to assure this behavioral change was in the development and submission of a Statement of Intent, a commitment on the part of

each participant to implement an activity, project, or program related to the institute, upon resuming his professional duties back home. A discussion and analysis of the Statements of Intent, as well as the results of a six-month follow-up, were presented in Chapter III.

In order to further measure this behavioral change, a questionnaire (Appendix H) was prepared and mailed to each participant nine months after the last institute to assess his participation in activities designed to bring about change within his employing agency or among the clientele with whom he works. This instrument posed questions in order to determine the degree to which the participant had overtly endeavored to bring about change as a result of his participation in one of the institutes. Questions were asked about the number and type of professional contacts he had made concerning the institute, the number and type of activities he had conducted to introduce change based on institute output, and the activities used to disseminate institute output. The questionnaire results relating to these questions will be presented and discussed in this section.

Personal Contact Relating to Institute Participation

A summary of the number of contacts with other professionals made by participants to discuss the content and output of the Rural Multiple Institutes is presented in Table 11. Within nine months after their participation in the program, the participants responding indicated that they had talked with nearly 15,000 other people about the institute program, averaging over 38 contacts per participant. Analysis of information presented in Table 12 indicates that, on the average, participant contacts were made with more than four different professional types. It is evident that participants discussed the institutes with a variety of professional personnel at varying levels both inside and outside their agency. The data presented in Tables 11 and 12 support one of the original notions that there would be a "multiplier" effect resulting from participation in the Rural Multiple Institutes.

Conferences Resulting From Institute Participation

Two questions were designed to assess the number of conferences that were conducted relative to the content and output of the institutes. Of interest was the number of conferences that were initiated by the participant compared to those initiated by someone else. Tables 13 and 14 present summary data concerning conferences which were conducted as an outgrowth of institute participation. A total of 4854 conferences were reported with over 75 percent of them being initiated by the participants. Although there was wide variation in the number of conferences conducted by participants, a computed mean of over 12 conferences per participant was rather impressive. The data presented in Tables 13 and 14 provide additional evidence that the participants engaged in activities designed to bring about change.

Table 11. Persons with Whom the Rural Multiple Institutes Were Discussed, by Institute.

No. of Contacts	Institutes							
	I (N=56)	II (N=31)	III (N=98)	IV (N=56)	V (N=36)	VI (N=55)	VII (N=58)	ALL (N=390)
0	3	0	2	1	0	2	1	9
1-10	25	18	39	20	14	25	29	170
11-20	11	1	22	6	11	13	6	70
21-30	5	2	11	5	4	3	7	37
31-40	1	1	6	2	0	4	1	15
41-50	0	2	5	6	4	2	6	25
51-60	0	1	0	3	1	0	1	6
61-70	0	0	4	1	0	1	0	5
71-80	0	0	1	1	0	0	3	6
81-90	0	0	1	1	0	0	0	2
91-100	0	0	1	5	2	1	0	9
Over 100	13	6	5	6	0	4	4	36
Total	2,141	1,524	2,712	2,911	834	2,507	2,286	14,915
Mean	38.23	49.16	27.67	51.98	23.17	45.58	39.41	38.24
No Response	2	0	1	1	0	1	0	5

Table 12. Number of Different Types of Professional People with Whom Participants Conferred.

Number of Different Types of Professionals	Institutes							
	I (N=55)	II (N=31)	III (N=96)	IV (N=56)	V (N=36)	VI (N=55)	VII (N=56)	ALL (N=385)
0	3	4	2	1	0	2	1	9
1	0	4	3	4	2	1	1	15
2	9	3	6	7	6	7	9	47
3	10	6	26	8	6	7	12	75
4	11	2	19	9	5	11	6	63
5	8	4	16	9	7	9	7	60
6	7	11	20	16	9	14	15	92
7	2	0	1	0	1	1	1	6
8	3	0	2	2	0	1	3	11
9	1	0	0	0	0	2	0	3
10	0	0	0	0	0	0	0	0
Over 10	1	1	1	0	0	0	1	4
Mean	4.23	4.32	4.19	4.19	4.11	4.40	4.51	4.28
No Response	3	0	3	1	0	1	2	10

Table 13. Conferences About Rural Multiple Institutes Which Were Initiated by Participants.

No. of Conferences	Institutes							
	I (N=55)	II (N=31)	III (N=98)	IV (N=56)	V (N=36)	VI (N=55)	VII (N=58)	ALL (N=389)
0	6	2	9	4	0	4	6	31
1-10	42	27	67	38	26	37	39	276
11-20	4	0	11	5	6	8	2	36
21-30	3	1	6	1	3	1	0	21
31-40	0	1	2	1	1	3	6	8
41-50	0	0	2	1	0	0	4	9
51-60	0	0	0	1	0	1	1	3
61-70	0	0	0	0	0	0	0	0
71-80	0	0	1	3	0	1	0	5
81-90	0	0	0	0	0	0	0	0
91-100	0	0	0	0	0	0	0	0
Total	322	180	873	733	327	586	633	3,654
Mean	5.85	5.80	8.90	13.08	9.08	10.65	10.91	9.39
No Response	3	0	1	1	0	1	0	6

Table 14. Conferences About Rural Multiple Institutes Which Were Initiated by Someone Else.

No. of Conferences	Institutes							
	I (N=55)	II (N=31)	III (N=98)	IV (N=56)	V (N=36)	VI (N=55)	VII (N=58)	ALL (N=389)
0	30	17	42	25	24	22	31	191
1-10	23	12	49	27	12	29	23	175
11-20	0	1	5	3	0	1	2	12
21-30	1	0	1	1	0	1	0	4
31-40	1	0	0	0	0	1	0	2
41-50	0	0	0	0	0	0	2	2
51-60	0	1	1	0	0	0	0	2
61-70	0	0	0	0	0	0	0	0
71-80	0	0	0	0	0	0	0	0
81-90	0	0	0	0	0	0	0	0
91-100	0	0	0	0	0	1	0	1
Total	120	100	312	129	47	298	194	1,200
Mean	2.18	3.22	3.18	2.30	1.31	5.42	3.34	3.08
No Response	3	0	1	1	0	1	0	6

Sharing Materials From Institutes

Another question that was utilized to get an indication of the participant's change agent activity was one concerning the extent to which institute materials were shared. The findings from data on this question are presented in Table 15. It was found that the materials were shared rather freely with persons with whom the participants worked. Materials were shared with over 11,000 people. The mean number of people with whom participants shared materials was 29.28. The sharing of materials by participants compares favorably with the data concerning personal contacts presented earlier in Table 11, which indicates that not only did the participants talk to others, but while doing so they also shared with them materials developed or collected at the institutes.

The findings presented in this section have not been presented as absolute proof that the participants left the institutes as change agents. But rather, it presents evidence showing that the participants did have a commitment to utilize and share the output of the institutes with the clientele with whom they worked. To this extent, it can be assumed that they involved themselves in the change process. Certainly, they performed admirably in the dissemination of the output of the institutes which contributed to the "multiplier" effect that was envisioned.

Activities Used to Disseminate Institute Output

In addition to the contacts made by participants on an informal basis, there was interest in assessing the degree of effort made through formal activity designed to utilize or disseminate the institute output. The follow-up questionnaire posed several questions that would indicate some of the formal activities in which participants engaged to utilize the institute output.

Reports of Institute to Immediate Staff Members

Each participant was asked if he had made a report about the institute he attended to the members of the immediate staff with whom he worked. Ninety-five percent of those responding indicated that they had made a verbal and/or a written report to members of their staffs. The vast majority gave verbal reports. Nearly 87 percent presented verbal reports and over 37 percent presented written reports. The data further indicate that more than 100 participants presented both verbal and written reports.

Each participant was also asked if he had been called on by the State Director of Vocational Education to consult with his staff on problems related to the content covered in the institute which he attended. The results show that 39 percent of the participants had been called on to consult on such problems. This, however, is not a surprising result since 39 percemt of the Rural Multiple Institute participants were

Table 15. People with Whom Rural Multiple Institutes Materials Were Shared.

No. People Shared With	Institutes							
	I (N=54)	II (N=31)	III (N=97)	IV (N=57)	V (N=36)	VI (N=55)	VII (N=55)	ALL (N=385)
0	4	2	9	3	2	3	5	28
1-10	26	16	48	28	19	27	31	195
11-20	11	3	19	6	6	12	5	62
21-30	4	4	8	5	2	4	5	32
31-40	2	0	5	2	2	2	1	14
41-50	2	0	2	4	2	2	4	16
51-60	0	1	0	0	0	0	0	1
61-70	0	0	2	1	0	0	0	3
71-80	0	0	0	1	0	0	0	1
81-90	0	1	1	0	0	0	0	2
91-100	1	2	1	4	2	1	0	11
Over 100	4	2	2	3	1	4	4	20
Total	2136	1013	1578	1834	915	1706	1996	11,274
Mean	39.55	35.90	16.26	32.17	25.41	30.94	36.29	29.28
No Response	4	0	2	0	0	1	3	10

employed at the state level and would very likely have been called on by the State Director for such assistance as a routine matter of course. Thus, it may be assumed that the participants were used sparingly by State Directors as consultants to their staffs.

Activities Employed to Use Institute Output

One question was designed to determine the kinds of activities as well as the number of different activities participants employed in the use and dissemination of the institute output. Table 16 presents the findings resulting from analyzing the response to this question. Looking at all institutes collectively, 77 directed seminars or workshops, 129 prepared instructional materials, 197 made presentations, and 70 engaged in a variety of other activities. There were 102 respondents (25.8 percent) who indicated that they had engaged in no formal activity to utilize the institute output.

Table 16. Activities Conducted by Rural Multiple Institute Participants to Disseminate Institute Output.

Activities Conducted To Make Use Of Output	Institutes							
	I (N=56)	II (N=31)	III (N=98)	IV (N=56)	V (N=36)	VI (N=55)	VII (N=58)	ALL (N=390)
Did Nothing	20	10	28	9	9	11	15	102
Directed a Seminar or Workshop	8	9	14	15	7	12	12	77
Prepared Materials	20	11	27	20	11	16	22	127
Made a Presentation	20	17	50	29	19	36	26	197
Other Activities	10	2	13	17	6	11	11	70
No Response	1	0	3	0	0	0	0	4

The findings presented in this section suggest that institute participants did a good job of presenting reports about the institutes to the people with whom they worked. The record for conducting formal activities to utilize or disseminate the institute output is somewhat less impressive. Only 73 percent of the respondents indicated that they had

conducted formal activities which averaged 1.66 activities each. Looking at these data along with that presented earlier on informal contacts, participants have relied on informal contacts and activities to a much greater extent than formal activities to disseminate and utilize the output of the Rural Multiple Institutes.

Cooperative Activity Among Rural Multiple Institutes Participants from Each State

From the outset, considerable effort was made to stimulate the development of planning teams in each state made up of the participants in various institutes in the Rural Multiple Institute program. The Rural Multiple Institute staff, in its orientation visit to each state, attempted to persuade each state director to form a team of institute participants and utilize them as a cadre of informed professionals who would be used to aid in planning vocational programs for rural areas. This concept was also emphasized in the pre-institute material which was mailed to the participants and again by each institute director in his institute orientation presentation.

The follow-up questionnaire contained three questions designed to assess the degree to which each participant was involved with other Rural Multiple Institute participants as a team in cooperative planning activities within a state. The ultimate intent of the questions was to determine, from the participants' point of view, the degree to which state planning teams had been formed and utilized by the state director. The three questions asked were: (a) For how many of the institutes (other than the one you attended) do you know the names of people who attended? (b) With people from how many institutes (other than the one you attended) have you shared ideas and materials? (c) With people from how many of the institutes (excluding the one you attended) have you served on a task force or planning group since you returned? The findings based on the responses to the questions are presented in Table 17. In the case of over 32 percent of the Rural Multiple Institute participants, each knew nobody from his state attending institutes other than the one he attended; nearly 45 percent had shared ideas and materials with no participant of other institutes; and nearly 70 percent had not served on a state planning team with participants from other institutes. Furthermore, the data show that less than 15 percent knew people, less than nine percent shared ideas and materials, and less than three percent served on a state planning team with people from four or more institutes.

These findings indicate quite clearly that the objective to establish planning teams made up of participants in the various institutes was not accomplished. They show that few teams were established and utilized for improving state programs of vocational education for rural areas. No attempt was made in this questionnaire to find out why the team concept was not implemented. The question was dealt with in the follow-up with state directors, the results of which will be presented later in this chapter.

Table 17. Post-Institute Contact Among Participants in the Various Rural Multiple Institutes within Each State.

Other Participants From How Many Different Institutes	Were Known By Name By Each Participant		With Whom Ideas and Materials Were Shared By Each Participant		With Whom Each Participant Served On A State Planning Team	
	N	%	N	%	N	%
0	127	32.1	177	44.8	275	69.6
1	80	20.3	88	22.3	55	13.9
2	79	19.5	69	17.5	37	9.4
3	52	13.2	23	7.6	17	4.3
4	23	5.8	10	2.5	4	1.0
5	13	3.3	5	1.3	0	0.0
6	23	5.8	16	4.0	7	1.8
TOTAL	395	100	395	100	395	100

Professional Activities Assisted by Institute Participation

As with all inservice programs, there was strong interest in determining the value the Rural Multiple Institute participants attached to their participation insofar as it assisted them with the conduct of future professional activities. In order to assess the value of participation, 20 representative professional activities were selected for inclusion in the questionnaire. The respondent was asked to check those activities he had accomplished since attending the institute. He was also asked to check those he had accomplished in which his institute participation had assisted.

The findings based on the analysis of the responses and the 20 questionnaire items are presented in Table 18. For each individual professional activity, the table speaks for itself. A few interesting results should be mentioned. Column d shows that the professional activity assisted most by institute participation was "using institute materials," and the one which participation assisted the least was "revising staff recruitment, selection, and staff development policies." For those activities that were accomplished by participants since the institutes, the one assisted most (column c) was "conducting similar training

Table 18. An Analysis of How Institute Participation Assisted Participants in Selected Professional Activities.

Activity	(a) Accomplished Since Institute — No. of Participants	(b) Assisted by Institute Participation — No. of Participants	(c) b ÷ a Percentage of Accomplished Activities Assisted by Institute Participation	(d) b ÷ N = 395 Percentage of Participants Assisted in Activity by Institute Participation
Attempted or implemented new administration or supervisory techniques.	208	166	79.8	42.0
Revised staff recruitment, selection, and staff development policies.	86	64	74.4	16.2
Conducted similar training programs or institutes.	98	91	92.9	23.0
Installed new program planning techniques.	192	154	80.2	39.0
Installed or revised public relations programs.	148	109	73.6	27.6
Modified activities in alignment with new legislation.	142	85	59.9	27.9
Developed new or revised existing instructional materials.	219	163	74.4	41.3
Worked with the disadvantaged.	261	182	69.7	46.1
Initiated or revised programs for new occupations or new occupational competencies.	177	127	71.8	32.2
Instituted or revised programs.	230	172	74.8	43.5

Table 18. (continued)

Activity	(a) Accomplished Since Institute — No. of Participants	(b) Assisted by Institute Participation — No. of Participants	(c) b ÷ a Percentage of Accomplished Activities Assisted by Institute Participation	(d) b ÷ N = 395 Percentage of Participants Assisted in Activity by Institute Participation
Initiated or revised guidance and counseling programs.	160	117	73.1	29.6
Installed program evaluation techniques.	153	96	62.7	24.3
Used the services of ERIC or other information sources.	209	120	57.4	30.4
Wrote a request for publications.	178	91	51.1	23.0
Conducted new research or related activities.	110	69	62.7	17.5
Used institute materials.	286	248	86.7	62.8
Initiated an exemplary program.	147	105	71.4	26.6
Installed new approaches to career orientation.	191	137	71.7	34.7
Developed a plan for utilizing the services of other agencies to support your program.	185	132	71.4	33.4
Prepared an article or document for publication.	111	68	61.3	17.2
TOTAL	3491	2496	71.5	93.9

programs or institutes." Of those who had conducted a similar institute, 92.9 percent were assisted by their institute participation. The accomplished activity that was assisted least by participation was "writing to request publications." Only 51.1 percent indicated that they were assisted in this activity.

Further analysis indicates that the mean number of professional activities assisted per participant was 6.73, with a median of 6. The totals for accomplished activities which were assisted by institute participation show that participants were assisted with 71.5 percent of them; overall, 93.9 percent of the participants indicated they had been assisted in one or more ways by participation.

The findings presented in Table 18 point to the high value that participants attached to their institute participation in assisting them with professional activities in which they were engaged. Furthermore, the high percentage of respondents who were assisted (93.9 percent) with one or more activities provides additional support for the high value attached to the institutes by the participants.

The Impact of the Rural Multiple Institutes on State Programs of Occupational Education

To assess the impact of the Rural Multiple Institutes on state programs of occupational education, a follow-up study of key state vocational personnel in 20 states was conducted 15 months after the final institute was completed. The 20 states selected to participate in the follow-up study were the ten states from the eastern half and ten states from the western half of the continental United States with the greatest and best balanced participation in the Rural Multiple Institutes. States were chosen to give reasonable geographical representation, but participation was given greater weight in the selection procedure. Minimum participation was set at eight per state in at least five institutes. Of those states selected, the median participation per state was 12, with 50 percent of the states participating in all institutes and only two participating in less than six. The states selected were the following:

Eastern USA	Western USA
Arkansas	Arizona
Florida	California
Georgia	Colorado
Kentucky	Kansas
Maryland	Montana
Michigan	New Mexico
New Hampshire	Oklahoma
New York	South Dakota
Pennsylvania	Texas
Tennessee	Wyoming

The follow-up study used State Directors of Vocational Education as the major respondents. Research Coordinating Unit Directors and Educational Professions Development Coordinators were also used as respondents whenever possible to supplement the data acquired from State Directors. Data were collected using a structured interview guide (Appendix I) which was administered by trained interviewers. The interview guide was divided into three parts: Part I dealt with an assessment of the value of national vocational-technical education institutes that had been conducted over the past six years; Part II dealt with an assessment of the value of the Rural Multiple Institute concept, strategies, and procedures as inservice education techniques; and Part III dealt with an assessment of impact upon and the use of multiple institute output in state and local programs of occupational education for rural areas. A discussion of the findings of this follow-up study is presented in this section organized around the three parts of the interview guide.

Analysis of Data

The analysis presented in this section is based on the responses of 20 State Directors of Vocational Education to the survey items included in the three parts of the interview guide. They were asked to indicate on a five-point scale their response to each item. The scale used ran from "a" through "e" with "a" representing the most positive response and "e" representing the most negative response. When the data were analyzed, the response scale was transformed from the original "a"-to-"e" scale to a zero-to-four scale with zero representing the most negative response and four representing the most positive response.

While the response pattern of state directors is compared with that of 16 RCU directors and 16 persons concerned with EPDA or staff development in the state, the primary respondent to the survey was the State Director, as this position was the focal point of this analysis. The data from RCU directors and EPDA personnel will be discussed when their response differs greatly from that of directors.

Part I: The Value of the National Vocational-Technical Education Seminar and Institute Program

During the past six years, the Division of Comprehensive and Vocational Education Research, National Center for Educational Research and Development, in cooperation with the Division of Vocational and Technical Education, Bureau of Adult, Vocational, and Technical Education, U. S. Office of Education, has sponsored a number of institutes and seminars directed toward professional improvement of personnel in vocational education and related fields. It was the purpose of this part of the survey to assess the value that directors and other state leaders attributed to these inservice activities. To make this assessment, the following survey questions were asked:

1. How would you rate the impact of these institutes and seminars in developing a capability for planning, managing, and evaluating programs of vocational and technical education in your state?

2. To what extent do you feel that these institutes and seminars were addressed to the problems and issues of implementing the Vocational Education Act of 1963 and the Vocational Education Amendments of 1968?

3 To what extent do you view these institutes and seminars as a viable inservice training mechanism for the members of the professional vocational education staff?

4. How frequently were provisions made for feedback from the institutes and seminars to the professional members of the vocational education staff through staff seminars and conferences?

5. How would you evaluate the use made of reports from the institutes and seminars?

6. Generally, institute funds were used to pay the costs of transportation and stipends for attending the institutes. The State or other agency contributed the salary of the participant during the length of participation in the institute. How would you evaluate the benefits of the institutes and seminars in relation to costs?

A comparison of mean responses and standard deviations for each of the above questions is presented in Table 19 for each of the respondent groups. In interpreting this table, the reader should keep in mind the zero-to-four-point response scale which was explained earlier in this section (0 = most negative to 4 = most positive).

The data presented in Table 19 can be interpreted more clearly when presented in graphic form. Figure 5 presents the mean responses to the questions in Part I in rank order from most positive to most negative. The numbers on the horizontal axis are keyed to the questions presented earlier in this section. An overall analysis of this figure shows that the three respondent groups follow a very similar pattern in responding to each question. Furthermore, a comparison of the three groups shows that on practically every question EPDA coordinators responded more positively and RCU directors responded less positively than did state directors.

Directors responded most positively to the question which dealt with the extent to which national seminars and institutes had been addressed to the problems of implementing the 1963 and 1968 Vocational Education laws. This was followed closely by the extent to which they viewed national seminars and institutes as viable inservice training mechanisms and by the value they gave to the benefits of institutes and

Table 19. The Value Held by State Directors of Vocational Education, RCU Directors, and EPDA Coordinators of National Vocational-Technical Inservice Education Institute and Seminar Programs Conducted by the U.S.O.E. over the Past Six Years.

Content Area of Questions Covered in Follow-Up Survey	State Directors of Vo-Ed N=20		RCU Directors N=16		EPDA Coordinators N=16		Combined Sample N=52	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
The magnitude of the impact of these institutes and seminars in developing a capability for planning, managing, and evaluating Vo-Ed programs in your state.	2.10	0.64	1.85	0.72	2.31	0.79	2.10	0.72
The extent to which they were addressed to the problems and issues of implementing the Vocational Education Act of 1963 and the Vocational Education Amendments of 1968.	2.60	0.75	2.87	0.81	2.87	0.62	2.77	0.73
The extent that they are viewed as a viable training mechanism for the members of the professional vocational education staff.	2.50	1.00	2.31	0.95	2.69	0.70	2.50	0.90
The frequency of provisions made for obtaining feedback from these institutes through staff conferences and seminars.	2.00	0.92	1.75	0.86	2.32	0.95	2.02	0.92
The evaluation of use made of reports from the institutes and seminars.	1.65	0.67	1.37	0.72	1.69	0.79	1.58	0.72
The evaluation of the benefits of institutes and seminars in relation to their cost.	2.50	0.95	2.25	0.93	2.62	1.09	2.46	0.98

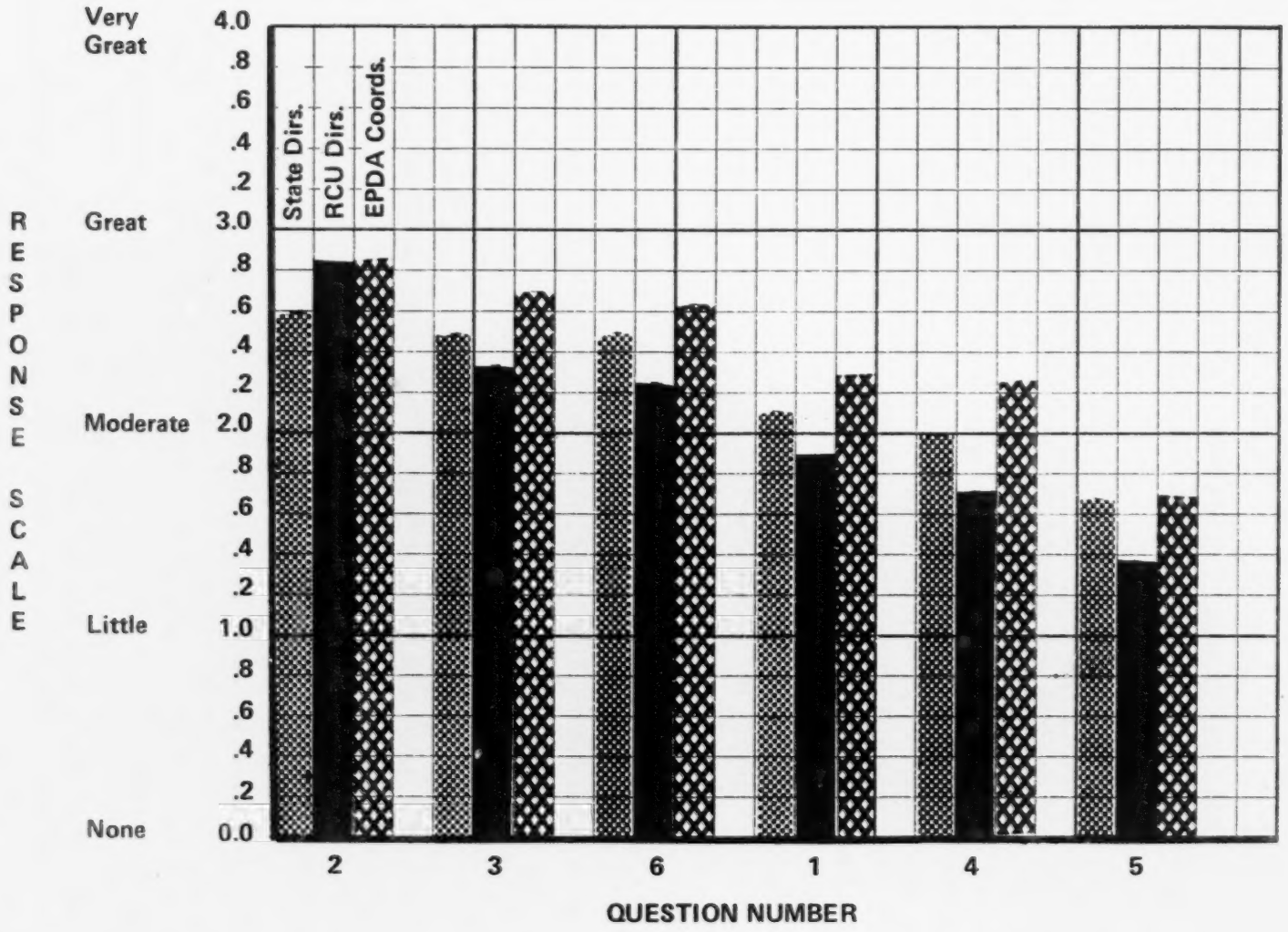


Figure 5. The Value of the National Vocational-Technical Education Seminar and Institute Program

seminars in relation to their costs. They rated the impact of the institutes and seminars on their capability for planning, management, and evaluation of programs as only moderate. Similarly, they responded only moderately to the provisions that were made for getting feedback from the institutes through staff seminars and conferences. The question which received the least positive response dealt with their evaluation of the use made of seminars and institute reports. They indicated that only minor use was made of such reports.

The remainder of the presentation of Part I of the follow-up survey will be devoted to a discussion of the findings of each separate question. It includes both statistical analyses and a summary of comments made by directors to supplement their responses to each question.

The overall impact of national institutes and seminars of the past six years in developing a capability for planning, managing, and evaluating programs of vocational & technical education in your state. An analysis of the state directors' responses to this question, presented in Table 19, produced a mean of 2.10, indicating that they felt that such seminars and institutes have had only moderate impact on vocational education programs in their states. On the response scale, 15 of the 20 directors indicated that they had "moderate impact," while only four felt they had had "great impact." Only one director indicated that he felt that they had no impact. A synthesis of the explanation they gave for them having no greater impact focused on the fact that state vocational education programs have not been geared up to fully incorporate the output of institute participation into their on-going operations. Directors indicated that the major advantages of such inservice activities have been to the individual participant, and that there have been very limited multiplier effects which have brought about few substantial program changes. Most indicated that seminars and institutes have been more successful in developing the abilities of individuals rather than developing specific in-house capabilities and processes for change. Information gained was most often of first importance to the people in attendance, but it received little dissemination among appropriate personnel within the state who did not attend. The crux of the problem was pretty well summed up in the statement of one director who said that "institutes and seminars have been only as effective as our ability to incorporate the information into our own programs."

A few directors from the more rural states complained that the objectives of most of the national inservice institutes since 1963 have not been geared to the problems of small states. They pointed out that until recently, the problems of large metropolitan areas have received primary attention. Another prevalent comment of directors was that the content of institutes has been too broad and encompassing, too theoretical, and too philosophical, with little practical help or suggestions for implementing needed changes.

It should be pointed out that a number of directors judged the national inservice program as having great impact on their programs. They noted that it had been most helpful in interpreting new vocational acts and in providing useful information and staff training to begin

implementing them. Most who responded in this manner indicated that their states had utilized a variety of techniques for disseminating the institute output brought back by participants. In many cases state institutes were held in support of the national institutes.

The extent to which the institutes and seminars were addressed to the implementation of the Vocational Education Act of 1963 and Amendments of 1968. An analysis of the responses of state directors to this question produced a mean of 2.60 on a five-point scale, indicating that they felt that institutes and seminars have been addressed to a great extent to the implementation of the 1963 Act and the 1968 Amendments. On the response scale, 11 of the 20 directors indicated that they felt that the institutes had addressed these acts to either a "great" or "very great" extent, while eight responded "moderate," and only one responded "little" extent. Most directors commented that national institutes and seminars had been very useful in orienting state leadership personnel to the provisions of the new acts. The major criticism of the inservice training provided was that it was too general and offered too few specific suggestions and/or procedures for implementing program changes mandated by the acts. They were particularly complimentary of the national seminars that immediately followed the passage of the 1968 Amendments. They felt that these were highly focused on the provisions of the amendments and afforded valuable assistance to the states in making program changes rapidly and smoothly.

The extent to which state directors viewed institutes and seminars as a viable inservice training mechanism. An analysis of the responses of state directors to this question produced a mean of 2.50, indicating that they viewed them as a relatively good inservice mechanism. Their mean response, falling midway between "moderate" and "great" extent, was one of the most positive in Part I of the survey. On the response scale, 12 directors responded that they viewed the institutes as a viable inservice training mechanism to a "great" or "very great" extent, while only eight responded "moderate" extent or below. In support of national institutes, a large number of directors commented that this approach constitutes a major thrust for effecting nationwide changes which are mandated by new legislation, and that they have been conducted at times when many state leaders in vocational education were floundering for direction. Several directors indicated that even though the institutes and seminars have been good, there have been too few people from a given state to carry out newly learned programs and ideas. Most directors liked institutes best as a means for disseminating new information on national program directions and changes.

Those directors who gave less positive responses to this question indicated that institutes have been too theoretical, broad and general, dealt with too few of the practical problems, and failed to involve the participants adequately in the programs. Another typical response was: "The institutes were fine, but it is difficult to share the information and help received by one or two with others. This is probably due to our lack of an adequate plan for disseminating the information and help received." Only one director was so displeased with the institutes that he thought their objectives could have been achieved just as effectively through the mail.

Frequency of provisions made for feedback through staff seminars and conferences. An analysis of the response of state directors to this question produced a mean of 2.00, indicating that only occasionally have provisions been made for utilizing the feedback from national institutes and seminars. On the response scale, seven directors responded that they "sometimes" made provision for using feedback, while seven responded "usually," offset by six who responded "seldom" or "never." This moderate position held by directors is supported consistently by many of the comments made relative to the questions already discussed. Not one director indicated that he consistently made provision for conferences to disseminate feedback. Most commented that it was left to the individual participant to provide feedback through informal methods. The majority of directors commented that they should make better use of the feedback of these institutes, but they let the press of day-to-day operations interfere. They blame themselves for not making better use of institute output than they have.

The evaluation of use made of reports from institutes and seminars. An analysis of the responses of state directors to this question produced a mean of 1.65, the lowest of any in Part I of the survey. This indicated that they evaluated the report as having limited usefulness in improving state and local vocational education programs. On the response scale, only one director responded that he had made "great" use of reports, while seven made "little" or "no" use of them. Many directors commented that seminar reports were written in such a way that it was difficult to find and use the output for solving specific problems. They indicated that more use would be made of reports if they were written for practitioners--eliminate a lot of verbage, and present practical suggestions and solutions to practical problems. They also commented that their staffs are flooded with all sorts of reading material and that they have little time to do more than scan reports. Those who indicated some use of reports stated that for the most part reports were put in resource centers or libraries for use by staff personnel when working on a specific problem. Practically all directors surveyed indicated that the reports were more valuable to those who participated than to other staff members.

The evaluation of the benefits of the national institutes and seminars in relation to their cost. An analysis of the response of state directors to this question produced a mean of 2.50, indicating that institutes and seminars had yielded somewhat more than "moderate" benefits but not quite "great." On the response scale, 11 directors rated the benefits of these institutes and seminars as "high" to "very high," seven rated them "moderate," and two rated them "low" to "very low." The response to this item was one of the more positive of those included in Part I of the follow-up survey. The comments made by directors to this question were quite varied. Most of them expressed some concern that the state programs were not getting maximum benefit from this type of inservice education dollar; they hastened to add, however,that this was not necessarily the fault of the institutes, but rather their own lack of facilities for utilizing institute output. In light of all the changes which were suggested or mandated by legislation since 1963, most of the directors felt that the institute program

had yielded great benefits. Institutes which were not highly related to legislation changes were rated much lower. It is assumed, therefore, that the high mean response to this item was supported primarily by the benefits gained in orienting state and local personnel to changes brought about by new federal vocational legislation.

Other comments of interest were: "They help individuals but have little benefit beyond that"; "Benefits are difficult to determine quantitatively"; "It is difficult to put a dollar value on it"; and "They are well worth the cost." Only one director in the sample commented that he felt that institutes were absolutely a waste of resources. In summary of Part I of the follow-up survey, directors indicated that, on the whole, national institutes and seminars had had little better than moderate value in improving state and local vocational programs. They appeared to believe that institutes are good mechanisms for providing input for change, but they felt that both they and the sponsors of such institutes can and must do more to assure the utilization of institute output to achieve greater cost-benefits from it.

Part II: An Assessment of the Rural Multiple Institutes Concept, Strategies, and Procedures

Probably the most important objective of the follow-up evaluation was the assessment of the concept, strategies, and procedures used in the planning and conduct of the Rural Multiple Institutes. A unique approach was used in this institute program, and it was the primary purpose of Part II to evaluate this approach in terms of its usefulness to state directors in effecting change in their occupational education programs. To make this assessment, the following survey questions were asked:

7. How would you evaluate the strategy of the multiple institute concept, i.e., one agency managing a series of related institutes?

8. In 1969, representatives of the Center for Occupational Education visited you and/or members of your staff to orient you to the Rural Multiple Institutes and to identify problems which should be considered in the development of the institutes.

   (a) How would you evaluate this orientation conference in terms of explaining the objectives and strategies of the program?

   (b) How would you evaluate this orientation conference in terms of facilitating the selection of nominees?

   (c) How would you evaluate this orientation conference in terms of utilizing the output of the institutes?

9. How would you evaluate your satisfaction with the selection of participants in the Rural Multiple Institutes?

10. To what extent do you feel that having an opportunity to nominate participants, following the orientation conference, facilitated the usefulness of the Rural Multiple Institutes?

11. The selection of a "team" of participants from each state--that is, one participant from each state in each of the seven institutes--was expected to have a multiplier and coordinating effect. How well was this expectation realized?

12. To what extent have you used the participants from your state as a team for improving the planning, management, and evaluation of programs of occupational education for rural areas?

13. To what extent have you used the participants from your state as individuals for improving the planning, management, and evaluation of programs of occupational education for rural areas?

14. To what extent have the participants made changes in their own activities to improve state and/or local programs of occupational education in rural areas which resulted from their participation in the Rural Multiple Institutes?

A comparison of mean responses and standard deviations for each of the above items is presented in Table 20. A graphic representation of the comparison of mean responses, presenting items in rank order, is shown in Figure 6. Again, the numbers on the horizontal axis are keyed to questions presented above. An overall analysis of the figure shows that all three groups follow a very similar response pattern. It is noted, however, that the response pattern varies markedly from that presented in Figure 5 in that state directors generally responded more positively to each question than did RCU directors or EPDA coordinators. This change in response pattern was probably due to the fact that the orientation visits which spelled out the Rural Multiple Institutes concept, strategies, and procedures were conducted primarily with state directors. In most cases, EPDA coordinators' responses were only slightly less positive than were those of directors, with RCU directors being the least positive of the three groups.

Figure 6 indicates that state directors judged the multiple institute concept as having great value and generally preferred the multiple institute strategy to individually managed institutes. Similarily, they judged the orientation visits to be generally useful in explaining the objectives and strategies of the program and for facilitating the selection of nominees. They were also generally satisfied with those who were selected from their state to participate in the Rural Multiple Institutes. Furthermore, they felt that to a fairly great extent, their having an opportunity to nominate participants facilitated the usefulness of the Rural Multiple Institutes.

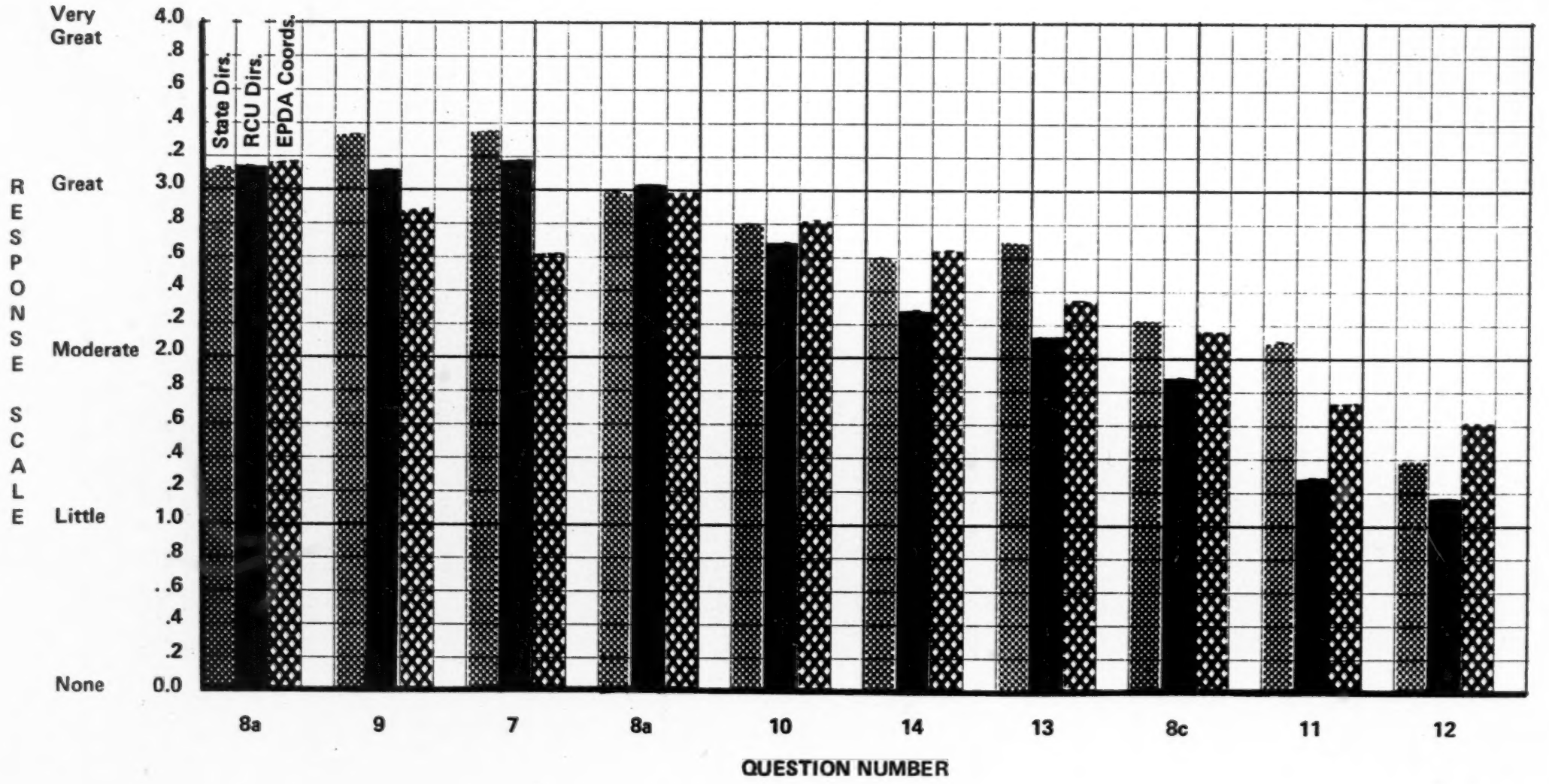
Directors reacted less positively to those items which dealt with the selection and uses of a "team" of participants for improving the planning, management, and evaluation of programs of occupational education in rural areas. They indicated that this was one of the weakest parts of the strategy. The selection of teams was only moderately realized and was used to only a minor extent. Furthermore, state

Table 20. An Assessment of the Rural Multiple Institutes Concept, Strategies, and Procedures as Held by State Directors, RCU Directors, and EPDA Coordinators.

Content Area of Questions Covered in Follow-Up Survey	State Directors of Vo-Ed N=20		RCU Directors N=16		EPDA Coordinators N=16		Combined Sample N=52	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
An evaluation of the strategy of the "multiple institutes" concept.	3.35	0.93	3.19	0.83	2.62	1.09	3.08	0.99
An evaluation of the orientation conference to explain the objectives and strategies of the program.	3.10	0.85	3.12	0.81	3.19	0.83	3.13	0.82
An evaluation of the orientation conference in terms of facilitating the selection of nominees.	3.00	0.79	3.06	0.68	3.00	0.96	3.02	0.80
An evaluation of the orientation conference in terms of utilizing the output of the institutes.	2.25	0.85	1.87	0.72	2.19	0.83	2.12	0.80
An evaluation of satisfaction with the selection of participants for the Rural Multiple Institutes.	3.35	0.59	3.12	0.61	2.87	1.08	3.13	0.79
The extent to which having an opportunity to nominate participants facilitated the usefulness of the Rural Multiple Institutes.	2.80	0.89	2.69	0.95	2.81	0.91	2.78	0.90

Table 20. (continued)

Content Area of Questions Covered in Follow-Up Survey	State Directors of Vo-Ed N=20		RCU Directors N=16		EPDA Coordinators N=16		Combined Sample N=52	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
The extent to which a "team" of participants from each state was selected to insure a multiplier and coordination effect.	2.10	1.25	1.31	0.95	1.75	1.06	1.75	1.13
The extent to which participants from each state were used as a team for improving the planning, management and evaluation of occupational education in rural areas.	1.40	1.23	1.19	0.98	1.62	1.08	1.40	1.11
The extent to which participants from each state were used as individuals for improving the planning, management, and evaluation of occupational education programs in rural areas.	2.70	1.03	2.19	1.05	2.37	1.02	2.44	1.04
The extent to which the participants have made changes in their own activities to improve state and/or local programs of occupational education.	2.60	0.60	2.31	0.87	2.62	0.81	2.52	0.75


State Dirs.
RCU Dirs.
EPDA Coords.
Very Great
Great
Moderate
Little
None
4.0
.8
.6
.4
.2
3.0
.8
.6
.4
.2
2.0
.8
.6
.4
.2
1.0
.8
.6
.4
.2
0.0
RESPONSE SCALE
8a
9
7
8a
10
14
13
8c
11
12
QUESTION NUMBER

directors indicated that orientation visits were only moderately useful in helping them utilize the output of the Rural Multiple Institutes.

On the other hand, directors did indicate that they had made considerable use of individual participants to help them in planning, management, and evaluation of occupational programs in rural areas. They also indicated that individual participants had, to a fairly great extent, made changes in their own activities to improve occupational education programs as a result of their participation in the Rural Multiple Institutes.

The remainder of the presentation of Part II of the follow-up survey will be devoted to a discussion of the findings presented in Table 20, supplemented by a summary of the directors' comments and reactions to each survey item.

An evaluation of the "multiple institute" concept. An analysis of the state directors' responses to this question, presented in Table 20, produced a mean response of 3.35, indicating a distinct preference for multiple institutes over individually managed institutes. On the response scale, 10 (50 percent) of the directors "definitely" preferred the multiple institute strategy, nine "generally" preferred it, and only one "definitely" preferred the single institute strategy. Most directors commented that they preferred the multiple institute approach because it allowed for more effective planning and coordination. They felt that this approach would eliminate a great deal of duplication of effort in national inservice training. Furthermore, many directors indicated that the multiple institutes approach should be more economical and that it had the potential for bringing together greater expertise to be directed to a particular problem area than could be done through individually managed institutes. The major advantage mentioned was that the multiple institutes gave them a better opportunity to plan for effective staff participation and utilization of the institute output.

Although most directors preferred the multiple institute approach, there were a few who indicated that they preferred the single institute approach or who favored neither approach over the other. The reactions of this small number of directors is typified by the following comments: "It's a good concept, but unmanageable"; "You get more interest in single institutes"; and "It depends on what you are trying to accomplish in an institute program." None of the comments were very negative toward the multiple institute concept. Perhaps the most significant reaction to the multiple institute approach was that even though it was good, state directors admitted that they had not done their part to fully utilize its potential for planning and iniating program changes.

An evaluation of the orientation conference to explain the objectives and strategies of the program. An analysis of state directors' responses to the questions produced a mean of 3.10, indicating that they evaluated the orientation conferences as being generally useful. On the response scale, seven directors responded that the orientation

conferences were "extremely" useful, nine responded "generally" useful, three responded "moderately" useful, and only one responded that they were of "little" use. Those directors who had been involved in these orientation conferences commented that they appreciated someone's coming to explain the objectives of the institutes and let them know what was going to happen to the participant. Some of them indicated that they were pleased to have an opportunity to relate problems in their state that might be dealt with in the institutes. One director indicated that this was the first time he had been asked for input to a national inservice education program. Several directors suggested that such orientation conferences should preface all national institutes.

An evaluation of the orientation conferences in terms of facilitating the selection of nominees. An analysis of state directors' responses to this question produced a mean response of 3.00, indicating that the conferences had been generally useful in facilitating the selection of nominees. On the response scale, five directors responded that it had been "extremely" useful, 11 "generally" useful, three "moderately" useful, and only one responded that it was of "little" use. The comments of directors generally supported the usefulness of the conferences in facilitating the selection of nominees. They indicated that being oriented to the objectives and strategies of the Rural Multiple Institutes gave them a much better basis for recommending qualified persons who could best use the institute output for program development upon returning home. They felt that having the right persons in attendance would double or even triple the effects of institute participation on program development in their states. Several, however, said that they could have made better use of the participants if they had selected them on their own. Although they appreciated the opportunity to nominate, they felt that they would have used them more as a planning team if they had had complete responsibility for selecting the trainees.

An evaluation of the orientation conference in terms of utilizing the output of the institutes. An analysis of the state directors' responses to this question produced a mean response of 2.25, indicating that the orientation conference had been moderately useful in terms of utilizing the output of the institutes. On the response scale, only one director responded that it had been "extremely" useful, seven "generally" useful, eight "moderately" useful, and four of "little" use. Most directors commented that although the conferences were useful, much more could have been done to assure a greater use of the output. They suggested two major changes. First, the director and his staff should have selected persons from his state to participate. Second, the participants should have been brought together for an orientation conference before they participated in the institute program. Several directors indicated that the participants needed more preparation before attending the institutes.

Several directors commented that the conferences suggested many ways of making better use of the institute output, but they failed to follow through to make it happen.

An evaluation of state directors' satisfaction with the selection of participants in the Rural Multiple Institutes. An analysis of the directors' responses to this question produced a mean response of 3.35, indicating that they were pretty well pleased with the final selection of participants from their state. On the response scale, eight directors were "very well" satisfied, 11 were "generally" satisfied, one was undecided, and none were dissatisfied. Most directors commented that they appreciated the procedures that were followed in selecting participants. Several commented, however, that last-minute participant substitutions in some institutes reduced the effectiveness of participation from their states. They would have been much happier if those originally selected would have participated. Again, there were some directors who indicated that they would have been better satisfied if they had had full responsibility for selecting the participants.

The extent to which having an opportunity to nominate participants facilitated the usefulness of the Rural Multiple Institutes. An analysis of the directors response to this question produced a mean response of 2.80, indicating that having an opportunity to nominate did facilitate the usefulness of the Rural Multiple Institutes. On the response scale, four directors responded that it facilitated their use to a "very great" extent, 10 to a "great" extent, four to a "moderate" extent, and only two to a "little" extent. Most of the directors commented that having an opportunity to nominate participants improved the participation in their state. The feelings of most directors are summed up in the following statement by one of the directors: "Even though we have not made use of the results of the institutes to the degree we should, it was helpful to have the opportunity to nominate participants. Normally, we do not know who attends; therefore, we do not know who to call on for assistance. Many times, the state office does not know about the selection of institute participants who are not on the state staff." The next most frequent comment was that state directors felt it would increase considerably the usefulness of the Rural Multiple Institutes if they had been responsible for the final selection of participants.

The extent to which a "team" of participants from each state was selected to insure a multiplier and coordination effect. An analysis of the directors' responses to this question produced a mean response of 2.10, indicating that the selection of a "team" was only moderately realized. On the response scale, two directors indicated that it was realized to a "very great" extent, seven to a "great" extent, five to a "moderate" extent, three to "little" extent, and three to "no" extent. The major comment of directors on this question was that they just did not follow through. Most felt that the "team" idea was good, but they let other priorities take precedence over it. There were, however, two directors who had proceeded to form a team. They indicated that it had been most helpful in integrating the institute output into the planning and development of new programs for rural areas.

The extent to which participants were used as a "team" for improving the planning, management, and evaluation of occupational education programs in rural areas. An analysis of the responses of directors

to this question produced a mean response of 1.40, indicating that very little use of teams of participants has been made for improving the planning, management, and evaluation of occupational education programs. On the response scale, 11 directors indicated that they had made "little" or "no" use of a team. Only four directors had made "great" or "very great" use of a team. It was disappointing that no greater use of participant teams was made. Most of the directors were apologetic for not having followed through with the team idea. They indicated that it was not the fault of the Rural Multiple Institutes, but their own. Their comments were very similar to those in reaction to the previous question. There were, however, some suggestions for making greater use of participant teams. First, the state director should select the team to participate in the institutes. Second, there should have been a follow-up conference in each state, conducted by the multiple institute sponsor, with all who participated to assist them in working as a planning team. It was felt that the multiple institute staff should have taken more initiative in urging the use of teams after the institute series was over.

The extent to which participants were used as "individuals" for improving the planning, management, and evaluation of programs of occupational education for rural areas. An analysis of the responses of directors to this question produced a mean response of 2.70, indicating that participants, as individuals, were used to a fairly great extent for improving the planning, management, and evaluation of occupational education programs. On the response scale, 12 directors had used individual participants to either a "great" or "very great" extent. Five indicated that they had used individuals to a "moderate" extent, and only three indicated that they had been used to "little" extent. Most directors indicated that they had called on individual participants for specific information or help on problems or programs relating to the institute they attended. They admitted, however, that most used were state-level participants and that little or no use was made of participants from the local level. Directors noted that participants had been used as consultants to inservice and program planning workshops, to prepare curriculum materials for special programs and to serve on planning task forces for overall planning. A substantial number of directors indicated that they could have made better use of participants in planning if they had provided the facility and initiative to involve them. Here again, they blamed themselves for not making greater use of this resource.

The extent to which the participants have made changes in their own activities to improve state and/or local programs of occupational education. An analysis of the responses of state directors to this question produced a mean response of 2.60, indicating that to a fairly great extent the participants had made changes in their own activities to improve state and/or local programs. On the response scale, 11 directors indicated that participants had to a "great" or "very great" extent made changes for program improvement, while nine had made "moderate" changes. Most directors were aware of the participants' work toward implementing the "Statement of Intent." This awareness was probably responsible for the fact that over 50 percent of the directors indicated that participants from their state had made great changes in

the activities as a result of their participation. As examples of their activity, directors pointed to exemplary programs, programs for the disadvantaged, and long-range planning models that were being implemented by participants. A few directors were reluctant to comment on this question because they felt it was too early to evaluate or that it was very difficult to tie one's participation to an institute. However, for the most part, directors seemed to be quite pleased with the degree of change that was being made by institute participants from their state.

Part III: An Assessment of the Impact of the Rural Multiple Institutes on State and Local Programs of Occupational Education

The third major objective of the follow-up evaluation was to determine the extent to which participation in the Rural Multiple Institutes had an impact on program activities toward which the institutes were focused and on new programs established under the 1968 Amendments to the Vocational Education Act of 1963. State Directors of Vocational Education were asked their opinions of how well the output of the various institutes had been used in developing new programs and redirecting existing programs and activities. In making this assessment, the following survey questions were asked:

15. To what extent have local plans been changed as a result of your state's participation in the Rural Multiple Institutes?

16. To what extent has the State Plan been changed as a result of your state's participation in the Rural Multiple Institutes?

17. To what extent have research and development priorities been influenced as a result of your state's participation in the Rural Multiple Institutes?

18. To what extent has the output of the Rural Multiple Institutes been used in curriculum development for vocational programs in rural areas?

19. To what extent has the output of the Rural Multiple Institutes been used in curriculum development of exemplary programs for your state?

20. To what extent has the output of the Rural Multiple Institutes been used in the development and conduct of EPDA Programs?

21. To what extent has the output of the Rural Multiple Institutes been used to increase or improve supportive services to state and local programs of vocational education?

22. To what extent has the output of the Rural Multiple Institutes been used in the development of vocational curricula to meet the needs of the rural disadvantaged?

23. To what extent has the output of the Rural Multiple Institutes been used to introduce innovations that have resulted from research into rural vocational programs?

24. To what extent has the output of the Rural Multiple Institutes been used to develop or improve career orientation for rural students?

25. To what extent has the output of the Rural Multiple Institutes been used to improve vocational guidance and placement services for rural students?

A comparison of mean responses and standard deviations for each of the above items is presented in Table 21. A graphic representation of the comparison of mean responses by respondent groups, presenting items in rank order, is shown in Figure 7. Again, the numbers on the horizontal axis are keyed to the questions presented above. A quick inspection of Figure 7 reveals that the three respondent groups assess the institutes as having had only moderate or somewhat less than moderate impact on the programs and activities which were included in the survey. When observing the mean responses for state directors, there is only minor variations between the item to which they responded most positively and the item to which they responded most negatively. A similar pattern was also followed by EPDA personnel. Although the same pattern was followed by RCU directors, their mean responses tended to be less positive than those of the other two groups.

Figure 7 shows that of all programs and activities surveyed, the respondents assessed the Rural Multiple Institutes as having had greatest impact on the development and improvement of career orientation programs for rural students. Improvement in local planning resulting from participation was ranked second, and the use of institute output in exemplary programs was ranked third. Those programs and activities for which the respondent assessed participation as having had least impact were in setting research and development priorities, developing and conducting EPDA programs, improving guidance and placement services, and introducing innovations resulting from research and development.

The remainder of the presentation of Part III of the follow-up survey will be devoted to a discussion of the findings presented in Table 21, supplemented by a summary of the directors' comments and reactions. The response pattern of the directors to all items in Part III was essentially the same on each. About 50 percent responded "Moderate Extent," about 40 percent responded "Great Extent" or "Little Extent," and about 10 percent responded "Very Great Extent" or "No Extent." This had the effect of producing a moderate response to each item. From the comments and reactions of directors, it would appear that the moderate response was given because they were really unable to attribute changes or lack of change to their states' participation in the Rural Multiple Institutes. Therefore, the presentation of the directors' mean responses to each item should be interpreted within this frame of reference.

Table 21. An Assessment of the Impact of the Rural Multiple Institutes on Selected Aspects of State and Local Programs of Occupational Education as Held by State Directors, RCU Directors, and EPDA Coordinators.

Content Area of Questions Covered in Follow-Up Survey	State Directors of Vo-Ed N=20		RCU Directors N=16		EPDA Coordinators N=16		Combined Sample N=52	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
The extent to which local plans for occupational education have been changed as a result of each state's participation in the Rural Multiple Institutes.	2.20	0.76	1.94	0.77	2.12	0.95	2.09	0.82
The extent to which the State Plan for occupational education has been changed as a result of each state's participation in the Rural Multiple Institutes.	2.00	0.73	1.87	1.09	1.87	1.20	1.92	0.99
The extent to which research and development priorities have been influenced as a result of each state's participation in the Rural Multiple Institutes.	2.10	1.12	1.37	1.15	2.06	1.18	1.86	1.17
The extent to which the output of the Rural Multiple Institutes has been used for curriculum development for vocational programs in rural areas.	2.00	0.92	1.87	0.72	2.06	0.92	1.98	0.85

Table 21. (continued)

Content Area of Questions Covered in Follow-Up Survey	State Directors of Vo-Ed N=20		RCU Directors N=16		EPDA Coordinators N=16		Combined Sample N=52	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
The extent to which the output of the Rural Multiple Institutes has been used in the development of exemplary programs for each state.	2.35	1.14	1.62	1.15	2.00	1.21	2.02	1.18
The extent to which the output of the Rural Multiple Institutes has been used in the development and conduct of EPDA Programs.	2.05	0.94	1.75	0.86	1.68	1.19	1.85	0.99
The extent to which the output of the Rural Multiple Institutes has been used to increase or improve supportive services to state and local programs of vocational education.	2.05	0.75	1.87	0.72	1.87	0.88	1.94	0.78
The extent to which the output of the Rural Multiple Institutes has been used in the development of vocational curricula to meet the need of the rural disadvantaged.	2.15	0.81	1.87	0.88	1.93	0.93	2.00	0.86
The extent to which the output of the Rural Multiple Institutes has been used to introduce innovations that have resulted from research into rural vocational programs.	1.85	0.87	1.31	0.79	1.68	1.07	1.63	0.92

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Table 21. (continued)

Content Area of Questions Covered in Follow-Up Survey	State Directors of Vo-Ed N=20		RCU Directors N=16		EPDA Coordinators N=16		Combined Sample N=52	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
The extent fo which the output of the Rural Multiple Institutes has been used to develop or improve career orientation for rural students.	2.35	0.93	2.26	1.22	2.31	1.14	2.31	1.07
The extent to which the output of the Rural Multiple Institutes has been used to improve vocational guidance and placement services for rural students.	2.10	0.79	1.26	1.03	1.94	0.99	1.80	0.98

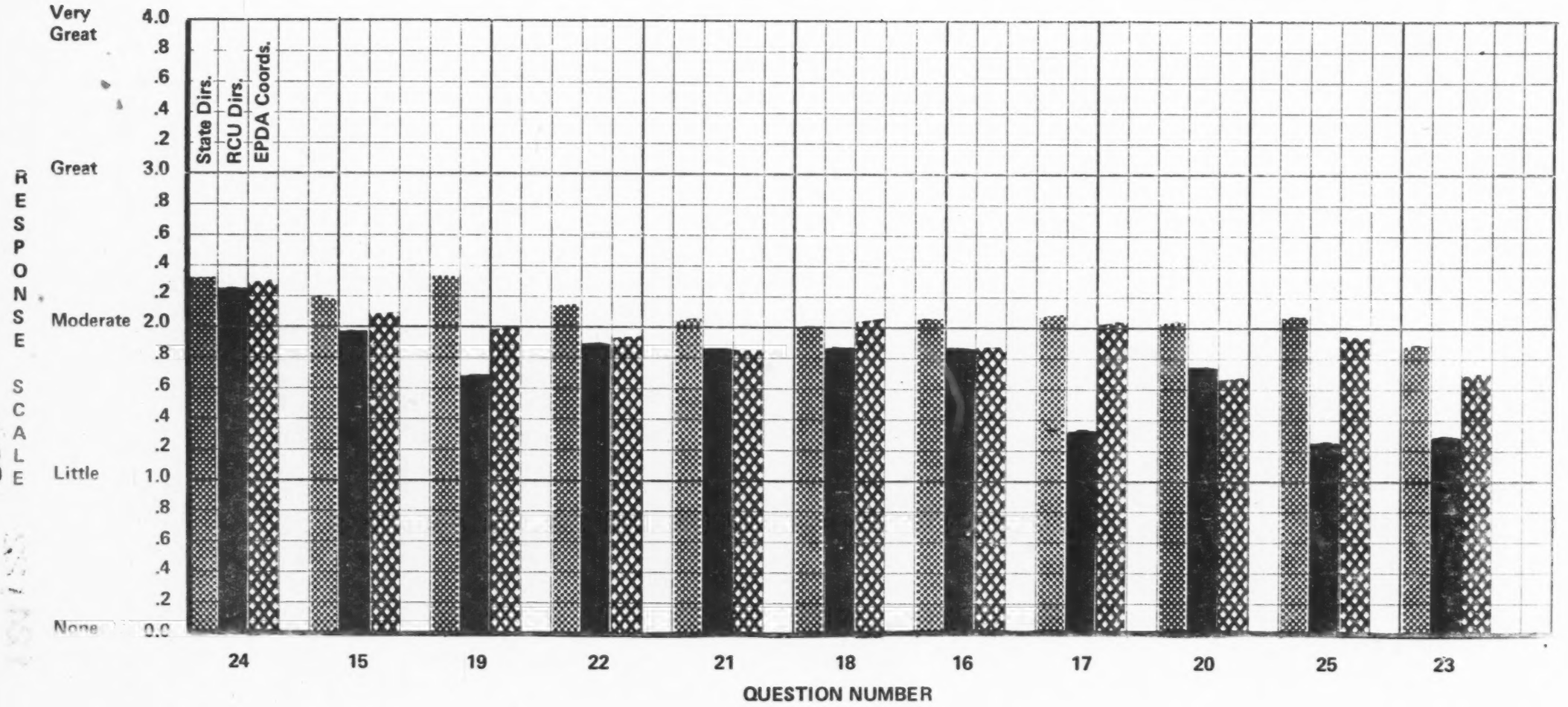

Figure 7. The Impact of the Rural Multiple Institutes on Selected Program Areas to Which the Institutes Were Addressed

The extent to which local plans have been changed as a result of participation in the Rural Multiple Institutes. The average response of the state directors was 2.20, between "Great Extent" and "Moderate Extent." Several directors were able to point to the specific use of a handbook developed in Institute II for improving local plans. Attitude changes resulting from the institutes which contributed to local plan changes were cited. Some local plan changes were cited for which the cause could not be specified, but which may have resulted from the institutes. Some respondents cited a lack of local planning changes, indicating that it was not necessarily the fault of the institute. The most accurate response to this item appears to be that there have been many changes in local planning since the institutes, but it would be difficult to identify those which resulted from the institutes.

The extent to which the State Plan has been changed as a result of participation in the Rural Multiple Institutes. The average response (53 percent) of the state directors was 2.00, "Moderate Extent." While the reactions and comments of directors were similar to those on item 15 which dealt with local plans, these responses were less positive toward the effect of the multiple institutes because of the extent to which the respondents felt the U.S.O.E. had a direct influence in the area of state planning. Comments ranged from the observation that the institutes helped the U.S.O.E. staff to reorganize federal guidelines, to the belief that state planning should have benefited from the institutes, whether it did or not. The best comment for summarizing the response to this item appears to be "it is difficult to pinpoint examples where the institutes directly resulted in changes in state plans, but generally they were helpful."

The extent to which research and development priorities have been influenced as a result of your state's participation in the Rural Multiple Institutes. The average response of the state directors was 2.10, between "Great Extent" and "Moderate Extent." Inasmuch as the item dealt with the program's influence on research and development priorities, the 1.37 mean response of the RCU directors, between "Moderate Extent" and "Little Extent," is interesting. The difference between the scores is not statistically significant; however, the RCU directors could be expected to be more familiar with priority changes in their area than the state directors, and, thus, their responses should be more accurate. RCU directors' comments ranged from, "Priorities were established in rural areas and several projects were funded," to the statement that "the institutes made no input whatever." The state directors were more favorable in their comments, with most citing increases in research projects centering on rural problems. The reasons given by state directors who reported failures in this area were the prior existence of too many pressing research priorities, turnover of research personnel, and lack of funds. The state directors did not feel, however, that these failures were the fault of the institutes.

The extent to which the output of the Rural Multiple Institutes has been used in curriculum development for vocational programs in rural areas. The average response of the state directors was 2.00, "Moderate Extent." The state directors' response can be summarized generally with

the statement that the "institutes aided in developing an awareness of opportunities." Most respondents had a positive attitude toward the future and stated or implied that they felt that in the future the multiple institutes would have an effect in the area of curriculum development. At this time, though, they could not cite accomplished curriculum developments resulting from the multiple institutes.

The extent to which the output of the Rural Multiple Institutes has been used in the development of exemplary programs for your state. The average response of the state directors was 2.35, between "Great Extent" and "Moderate Extent." Fifty percent of the state directors commented on this item, and over half of them cited output from the institutes that had been used in developing their state's exemplary programs. The remaining state directors who responded made comments which ranged from, "Institutes did contribute to the exemplary programs in the state but difficult to measure," to the largely neutral statement that "the guidelines were clearly established by U.S.O.E. and these had to be followed." In light of the comments, it is surprising that the mean response was not more positive.

The extent to which the output of the Rural Multiple Institutes has been used in the development and conduct of EPDA programs. The average response of the state directors was 2.05, very slightly above "Moderate Extent." Fifty percent of the directors commented and noted the difficulty of determining impact on an area which is changing as rapidly as EPDA, suggesting that the benefits and impact of the multiple institutes on EPDA programs may yet be realized in the future. The comments indicated that in the area of professional development the institutes had their major beneficial effect upon those individuals who participated, rather than upon the program at the state level.

The extent to which the output of the Rural Multiple Institutes has been used to increase or improve supportive services to state and local programs of vocational education. The average response of the state directors was 2.05, slightly above "Moderate Extent." Most of the comments gave examples of supporting services which had been established as a result of the institutes. The fact that only a few directors commented on this item restricted the generalization of their comments. However, the "Moderate Extent" average response for the group and the high proportion of those who failed to comment indicated that directors were unable to cite many specific cases where supportive services were established as a result of the multiple institutes.

The extent to which the output of the Rural Multiple Institutes has been used in the development of vocational curricula to meet the needs of the rural disadvantaged. The average response of the state directors was 2.15, slightly above "Moderate Extent." Thirty-two percent of the directors commented on this item. The comments are similar in nature to those of the previous item. Most of the comments cited examples of vocational curricula for the disadvantaged being developed. Some of the comments were very positive; for example, one respondent stated that Institute IV was the "key" to their present project in

local schools. The proportion of respondents commenting was low, suggesting that a large portion of those who did not comment were not able to cite cases where vocational curricula for the disadvantaged were developed as a result of the multiple institutes.

The extent to which the output of the Rural Multiple Institutes has been used to introduce innovations that have resulted from research into rural vocational programs. The average response of the state directors was 1.85, between "Little Extent" and "Moderate Extent." The RCU directors' average response was 1.31, somewhat closer to "Little Extent" than the average response of the state directors.

The comments of directors indicated that little has been accomplished in introducing innovations resulting from research. None of the directors gave an example of innovations from research being introduced as a result of institute participation. In the comments, the institutes were praised for helping their personnel to identify research needs. The fact that research was in progress, as well as lack of funding, was given as a reason for the failure to implement innovations.

The extent to which the output of the Rural Multiple Institutes has been used to develop or improve career orientation for rural students. The average response of the state directors was 2.35, which is between the "Moderate Extent" and "Great Extent" level. Forty-two percent of the directors commented here. The majority of the comments made by the state directors were favorable. These comments ranged from "The institutes contributed something to our task force in career orienation," to the statement that "ideas developed through the institutes have been incorporated into our career orientation programs." Possibly the comments are summarized in one director's statement: "Information obtained and ideas exchanged at the institutes have had an influence on improving career orientation programs for rural education."

The extent to which the output of the Rural Multiple Institutes has been used to improve vocational guidance and placement services for rural students. The average response of the state directors was 2.10, slightly above "Moderate Extent." The average response of the RCU directors was 1.27, between "Little Extent" and "Moderate Extent." The difference is statistically significant at the .05 level. Only a small proportion of the RCU directors commented with their response. Generally, those who did comment were much less positive in their responses than were the state directors. Over fifty-percent of the state directors commented. They were able to cite examples of the output of the Rural Multiple Institutes being used to improve guidance and placement services. Possibly the most favorable statement was made by a state director who said, "Our state is only beginning to move in this direction, but the stimulus for seeing the need came from the participants in the institutes." This comment reflects much of what was indicated in the comments related to other items; that is, the institutes have had an effect on the participants, and the participants are beginning to have some effect on the state programs.

Summary

This chapter has presented a discussion of the findings of an extensive evaluation of the Rural Multiple Institutes project. The findings revealed that 452 participants from 49 states and the District of Columbia were served by the institutes. The findings indicated that participation was distributed fairly evenly among the predominately rural states but distributed poorly among institutes within states.

The immediate evaluation of the Rural Multiple Institutes revealed that participants made significant gains in their perceptions of themselves as change agents and of their ability to bring about change from the beginning to the end of each institute. Furthermore, the findings indicated a significant positive gain in attitude toward vocational education in rural areas at the end of each institute. It was further revealed that the participants judged the institutes as having achieved their stated objectives. This was supported by the fact that 91% of the participants planned to modify their future work as a result of the institutes, and that 83% would recommend that other members of their staff attend the same institutes.

The follow-up questionnaire mailed to participants at least nine months after the last institute revealed that they were making use of the institute output to improve their own programs, and that they were sharing ideas and materials with their colleagues and subordinates. Seventy-five percent of the participants indicated that they had engaged in formal activities such as conducting seminars, preparing materials, and making presentations to disseminate the output of the institutes. However, the findings from this follow-up revealed quite clearly that the participants had not been named to a state planning team nor had they been used in any significant way by the state directors in planning or developing programs at the state or local level. Finally, the findings of this follow-up revealed the high value that participants attached to their institute participation in assisting them with the professional activities in which they were engaged. Nearly 94 percent were assisted with one or more professional activities as a result of their institute participation.

The findings of the follow-up survey with state directors of vocational education (including RCU and EPDA personnel) revealed that in judging national institutes and seminars in general, they view them as viable mechanisms for inservice education, they addressed to a great extent the problems of implementing the 1963 and 1968 Vocational Education Acts, and the cost-benefit ratio has been fairly great. However, the findings indicated that national institutes have had only moderate impact on the overall development of vocational education, that somewhat less than moderate provision has been made for getting feedback from these institutes, and that even less use has been made of institute reports. The findings revealed that in assessing the Rural Multiple Institutes concept, strategies, and procedures, directors judged the multiple institutes to have great value and generally preferred them to

individually managed institutes. Similarly, they judged the orientation visits to be generally useful in explaining objectives and strategies of the program and in facilitating the selection of participants. They were generally satisfied with participant selection and felt that their participation in the nomination process facilitated the usefulness of the Rural Multiple Institutes. They reacted less positively to the selection and use of a team of participants for improving the planning, management, and evaluation of programs. They indicated that this was one of the weakest parts of the strategies, and that the orientation visit did not help much in this respect. They indicated, however, that they had used individuals for this purpose and that individuals had done much to improve their own professional activities as a result of their participation in the institutes.

Finally, the findings of the follow-up survey with directors revealed that the Rural Multiple Institutes had had only moderate to somewhat less-than-moderate impact on 11 selected state programs or activities. It was found that most directors could not cite specific examples of the output of the institutes having been used, nor could they tie program changes to the fact of institute participation. It was their general reaction that it was too early to tell just what the impact of the Rural Multiple Institutes had been on specific programs and activities.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

The major purpose of this chapter is to draw conclusions relative to the major aspects of the Rural Multiple Institutes project and based on these conclusions, to offer recommendations for the future improvement of national inservice education programs. The conclusions reported are organized around the five major purposes stated (page two of Chapter I) and the strategies used for implementing the project. No attempt will be made here to summarize the results and evaluative findings presented earlier, but rather to draw from them conclusions and recommendations that are warranted.

Conclusions

The Training Package

The training package consisted of three parts: working papers, guidelines for outcomes, and guidelines for commitment. Based on an overall evaluation of the institutes, the following conclusions are offered:

1. The working papers were very useful in providing an understanding of the socioeconomic and educational problems faced by rural people, providing each institute with a foundation from which to launch its attack on the particular problems upon which it focused. These papers also proved useful in providing research results which might be applied to problem solutions. The working paper dealing with the role of the change agent was useful in some institutes but had little effect on the outcome of others. The correlated audio-visual materials used with both the Bishop and the Havelock papers magnified the value of each. In general, the working papers were useful in contributing to the success of the institutes, but their value to each individual institute depended upon the extent to which each director used them. It is notable that there was wide variation in the use made of them.

2. The guidelines for outcomes were useful to individual participants in developing plans to utilize institute output. This was verified by the results of the participant follow-up, which indicated the many uses that were made of the output in individual programs. However, the guidelines were of little value in producing new models for programs and problem solutions. The results indicated clearly that model development in short-term institutes is difficult, and those that are developed are only tentative.

3. The guidelines for commitment proved to be one of the most effective parts of the training package. A follow-up of the plans made by participants to be implemented when they returned home indicated that most participants had begun implementing their plans. The guidelines provided the means for making the institute content and output relevant to their individual program roles.

The Organization and Conduct of the Seven Institutes

Seven institutes targeted on seven different problem areas crucial to the improvement of rural occupational education were conducted. Based on immediate and follow-up evaluations of the institutes it is concluded that all of them were successful. It is further concluded that the success of the institutes can be attributed to the following:

1. The effective planning and coordination of the project by the steering committee;

2. The provision for articulation from one institute to the next;

3. The provision of a common training package to undergird each institute;

4. The effective leadership given to each institute by the institute directors;

5. The orientation visits made to each state prior to conducting the institutes; and

6. The central management which was provided by the Center for Occupational Education.

The Production of New Models for Occupational Education in Rural Areas

Based on the results reported in the individual institute reports, it must be concluded that few viable models for occupational education in rural areas were produced. However, there were produced many new concepts and ideas that may be used for future model development. Even though the institutes must be given a low rating on their achievement of this objective, the overall value of this inservice effort for individual participants must not be overlooked. It is concluded, then, that short-term inservice institutes are ineffective mechanisms for producing new models.

The Multiplier Effect of the Institutes

One objective of the project was to initiate through the multiple institutes a chain reaction to facilitate the translation of the products into action programs designed to improve the quantity and quality of vocational education in rural areas. Several techniques were used to

achieve this end, including nomination and selection procedures, advocating the formation of state planning teams, assisting participants in understanding their change agent role, and utilizing guidelines for commitment to assure that use of output was made and shared with others with whom participants worked. Based on the follow-up evaluation concerned with both participants and state directors, it is concluded that the achievement of an effective multiplier effect was only moderately realized. The multiplier effect that was produced was done through individual participant effort which may have been stimulated by the guidelines for commitment; but the major institute strategy designed to produce this effect--namely, the formation of teams of participants in each state for planning and dissemination--did not work. Fewer than ten percent of the states formed such a team, and those that were formed were used very little. The failure of this strategy is probably due to the participant selection procedures. The original plan for participant selection called for each state director to select a team of at least seven people--one or more for each institute--that he would use as a planning team after the institutes. Each team was to have been oriented to the multiple institute program and their responsibilities by the state director and a member of the Rural Multiple Institutes staff before they attended. Furthermore, they were to have been brought back together after the institutes to receive their charge as a planning group and to make plans for infusing the combined institute output into both on-going and new programs.

This plan was not followed; rather, an open application procedure was used to select participants. The input of state directors was the nomination of potential candidates and not the final selection of participants from their state. The team of participants was selected for each state by the Rural Multiple Institutes staff. It is concluded, therefore, that since directors were not allowed to select their own teams of participants, they were not committed to using them as originally perceived.

Long-Range and Short-Range Behavioral Changes

It was an objective of the Rural Multiple Institutes to bring about the following behavioral changes:

1. The institute participants should view themselves as change agents to a greater extent at the end of the program than they did at the beginning of the program.

2. The institute participants should view themselves as more capable of bringing about change at the end of the program than they did at the beginning of the program.

3. The institute participants should have more positive attitudes toward vocational education in rural areas at the end of the program than they had at the beginning of the program.

4. At the end of the program the participants should view the institute as having met its stated objectives.

5. After the participants leave the institute, they should use the information obtained in the institute to bring about changes within the communities and states represented at the institutes.

Based on the results of the immediate evaluation of the institutes and the follow-up of participants, the Rural Multiple Institutes were highly effective in bringing about desired short- and long-range behavioral changes. This is supported by the fact that the immediate evaluation of the Rural Multiple Institutes revealed that participants made significant gains in their perceptions of themselves as change agents and of their ability to bring about change from the beginning to the end of each institute. Furthermore, the findings indicated a significant positive gain in attitude toward vocational education in rural areas at the end of each institute. It was further indicated that the participants judged the institutes as having achieved their stated objectives. This was supported by the fact that participants planned to modify their future work and would recommend that other members of their staff attend the same institutes if they were available. Moreover, the follow-up questionnaire mailed to participants at least nine months after the last institute revealed that they were making use of the institute output to improve their own programs, that they were sharing ideas and materials with their colleagues and subordinates, and that they had engaged in utilizing the output of the institutes in numerous dissemination activities.

The Rural Multiple Institute Strategy

Based on the results of the various evaluations of and experience with the Rural Multiple Institutes, it is concluded that the multiple institute strategy is a viable and effective mechanism for conducting national inservice education programs. Although many imperfections were identified in the multiple institute approach, its advantages far outweighed its disadvantages. Though many errors were made in operationalizing the multiple institute concept, much was learned through this experimentation that will provide guidelines for effective use of this approach in the future. It is concluded that there were a number of procedures that need to be changed in our multiple institute strategy, including changing participant selection procedures, reducing all two-week institutes to one week, being more realistic about what can be done in a short-term institute, building in more structured procedures for feedback from participants to others in their state, and involving more directly the state directors in all aspects of the program.

It is concluded that the strongest features of the multiple institute strategy were:

1. The strong planning and coordination afforded through the steering committee;

2. The handling of administrative details by a central management staff;

3. The concentration of effort on one major problem area through attacking specific problems related to it in separate institutes;

4. The standardization of operating and reporting procedures;

5. The coordination and articulation among institutes done through a central staff;

6. The potential for making an impact on state and local programs through participant teams; and

7. The ability to provide greater resources and to make broader use of resources than could be made in individually managed institutes.

Recommendations

The Rural Multiple Institutes project was one of three experimental programs utilizing the multiple institute concept. As mentioned earlier, the experience with the project uncovered many errors and imperfections. At the same time much was learned about how to and how not to plan and initiate a multiple institute project. Most of these things are outlined in the evaluation of the project presented in Chapter IV. This section will be devoted to a presentation of recommendations developed by the project staff based upon an interpretation of the evaluative findings and the implications and conclusions presented earlier.

The following recommendations are offered in the hope that they will provide guidance to the U. S. Office of Education as it considers plans for future national inservice programs, and to others who anticipate the use of the multiple institute approach as an inservice education mechanism. It is recommended that;

1. When large numbers of institutes are to be conducted, the multiple institute approach should be adopted.

2. Ample lead time should be given to planning and developing a multiple institute program prior to the conduct of the first institute. A minimum of nine months is essential.

3. Ample provision should be made for the basic training package to be used uniformly in each institute.

4. The "team" approach should be the heart of the multiple institute strategy. To ensure that the team is used, the participants should be selected by the State Director of Vocational Education.

5. Participants should be selected on a problem solution basis; that is, each person selected for the team should be assigned to the institute that will offer him an opportunity to seek solutions to specific problems he faces in his area of responsibility. This gives each participant a purpose for participation.

6. The central multiple institute staff should work closely with state directors in orienting the team before the program begins to the content and activities included in the institutes as well as to their responsibilities as team members.

7. The central multiple institute staff should serve as consultants to follow-up these institute programs and assist the state director in making effective use of the team.

8. Institutes should be only one week long, but fully utilize the time within the one-week time frame. Many of the people that should be selected for participants cannot be lured away from their job for more than a week at a time.

9. Model production should not be considered a primary output of the program; rather, changes in attitude, concepts, skill development, and dissemination of new ideas should be of prime consideration. Model development should follow later in a more concentrated work situation with fewer people.

10. The multiple institute approach should be used as more than a training mechanism. It should be utilized also as a service mechanism to the states to help them utilize their teams to infuse innovations into their occupational education programs.

11. Throughout the entire program, frequent meetings of the institute directors and the central staff should be conducted to ensure effective coordination of the overall program.

12. Concrete evaluation procedures and instrumentation administered by a qualified evaluator should be developed prior to the conduct of the first institute.

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APPENDIX A

THE SOUTHWIDE RESEARCH COORDINATING COUNCIL
FOR OCCUPATIONAL EDUCATION

The Purposes of the Southwide Research Coordinating Council for Occupational Education

During the past decade, the South has experienced unprecedented industrial growth and development. The availability of human resources, raw material resources, favorable climates, and access to water transportation are factors which have contributed to this growth and development. The application of technology to agricultural production has released manpower from agricultural production on farms, which has resulted in a surplus of manpower for industrial growth. Automation in textiles has displaced some workers who now need vocational training. Area vocational schools, technical institutes, and community colleges have been established at a rate paralleled by few sectors of the nation to provide skilled manpower for the industrial growth.

Research and development activity in occupational education, while not neglected in the South, has neither paralleled the industrial growth and the consequent expansion of programs to provide the needed skilled manpower within the South, nor paralled the incidence of such activity in other regions in the nation. The number of projects approved under the provisions of section 4(c) of the Vocational Education Act of 1963 and the dollar investments in these projects are not in proportion to the percentage of population of the United States in the South. The leaders in research in occupational education in the South neither anticipate nor petition for a proportionate share of research funds. Rather, there is concern that the research capability of the South should be developed to the extent that this capability parallels the industrial, vocational, technical, and occupational educational growth of the region. Attention is directed, therefore, toward the establishment of a research base sufficiently strong to complement the industrial growth and educational expansion.

Many of the pivotal and fundamental problems to which research and related activity should be addressed are regional in scope and potential impact. This point does not negate the position that research organizations established within a State have the obligation and responsibility to attack problems of specific concern to the State; but concerted attacks on problems that cut across state lines may be expected to yield results that are applicable to many states with greater efficiency in the utilization of fiscal resources allocated to research.

Rapid developments in research and related activity programs under the sponsorship of the Bureau of Research of the U. S. Office of Education have precipitated the need for inter-agency cooperation and coordination. The Center for Occupational Education at North Carolina State

University at Raleigh was established as one of two research and development centers under the auspices of the Educational Resources Development Branch, Division of Adult and Vocational Research, Bureau of Research, U. S. Office of Education, on June 1, 1965. Subsequently, research coordinating units were established under the same auspices in four of the 15 southern states--Florida, Kentucky, Oklahoma, and Mississippi. Units were established in nine additional states in June, 1966--in Alabama, Arkansas, Georgia, Louisiana, North Carolina, South Carolina, Tennessee, Texas, and West Virginia. In 1965-1966, the program of the regional educational laboratories was inaugurated, and six laboratories have been established within the 15 southern and southeastern states, including the Appalachia Education Laboratory, Central Midwestern Regional Education Laboratory, Regional Education Laboratory for the Carolinas and Virginia, South Central Regional Education Laboratory, Southeastern Regional Education Laboratory, and Southwest Regional Education Development Laboratory.

The foci of the laboratories vary, but their programs relate, with varying degrees of intensity, to problems dealing directly or indirectly with occupational education.

In addition to the research coordinating units, the regional educational laboratories, and the Center for Occupational Education, other institutes, such as at the University of Houston, and agencies previously or recently established have directed their attention to problems related to occupational education to an increasing extent.

The immediate impact of these rapid developments gives rise to the possibilities of duplication of efforts and overlap among the organizations. At the same time, there is the possibility that gaps in foci may occur. Neither possibility is desirable, unless it results from careful planning and coordination. It is imperative that the integrity of each organization be established and maintained; but it is equally imperative that channels be developed and established through which concerted, cooperative, and supplementary efforts may be made possible.

The foregoing conditions have led to the establishment of the Southwide Research Coordinating Council for Occupational Education, designed to attain two major objectives.

1. To facilitate the coordination of research and related programs in southern and southeastern states, with special reference to:

   a. The stimulation and promotion of research and development activity in the South and Southeast.

   b. The identification of research priorities in occupational education.

   c. The development of joint research and development projects in occupational education.

   d. The coordination of research and development activities.

e. The dissemination of results of research, information, and activities among its members.

f. The development of strategies for the implementation of research findings.

2. To function as an advisory council to the Center for Occupational Education regarding the development of its research program designed to focus on the fundamental problems of major importance to the South and Southeast.

Membership and Organization

The membership of the Council shall consist of:

1. Directors of Research Coordinating Units.

2. Personnel in regional educational laboratories responsible for occupational education or closely related programs.

3. The Director and the Coordinator of Services and Conferences of the Center for Occupational Education.

4. Directors or representatives of institutes and agencies in the South and Southeast that have major commitments to occupational education.

Other institutes or agencies that desire to affiliate with the Council may apply to the Council for membership.

The officers of the Council shall consist of a chairman, a vice-chairman who shall be chairman-elect, and an executive secretary. The vice-chairman shall be elected by the Council at the spring meeting of the Council, and his term of office shall be for one year beginning the following July 1. The executive secretary shall be the Coordinator of Services and Conferences of the Center for Occupational Education. The chairman, vice-chairman, and executive secretary shall constitute the Executive Committee of the Council.

The central office of the Council shall be located at the Center for Occupational Education.

Meetings

The Council shall meet semi-annually. Special meetings may be called by the Executive Committee or by petition of five or more members. Meetings shall be organized to include:

1. Attention to new developments in occupational education and areas related to occupational education, with special attention to emerging research programs.

2. Discussion of ongoing activities in member agencies.

3. Seminar-type discussion of frontal problems in occupational education.

4. Examination of operational problems of common concern.

5. Strategies for action programs.

Proceedings

Proceedings of the Council shall be published annually.

Relationship between the Council and the Center for Occupational Education

In matters that pertain to the attainment of Objective 1 of the Council, the Center for Occupational Education shall function as a member of the Council.

In matters that pertain to recommending research problems for inclusion in the research program of the Center, the Council shall function as an advisory council to the Center.

In matters that pertain to the dissemination activities of members of the Council, the Center shall function as the agency for dissemination.

In matters that pertain to the development of research and related activity within or among member units, the Center shall provide consultation services as may be needed by member units.

The relationship is shown schematically in Figure 1.

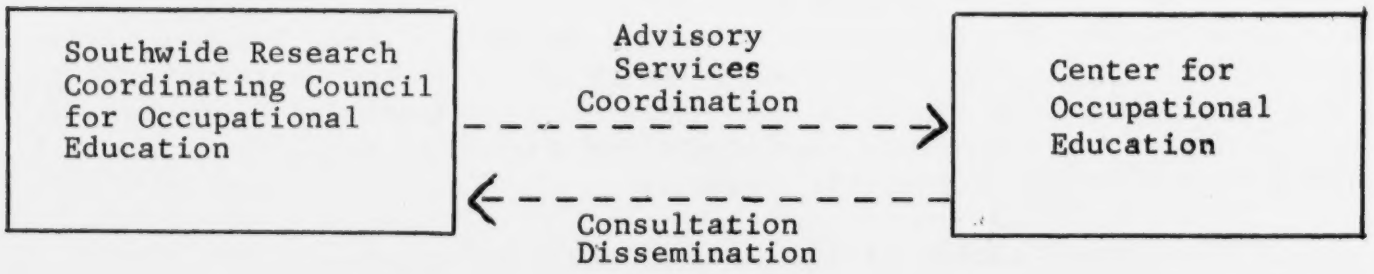
Southwide Research Coordinating Council for Occupational Education
Advisory Services Coordination
Consultation Dissemination
Center for Occupational Education

Figure 1. Relationship between the Southwide Research Coordinating Council and the Center for Occupational Education

APPENDIX B

THE CHANGING EDUCATIONAL NEEDS OF RURAL PEOPLE

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for
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THE CHANGING EDUCATIONAL NEEDS OF RURAL PEOPLE

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Changes in the economic and social structure of the United States are producing profound effects upon the nature and location of employment opportunities and the distribution of population. These changes are providing new challenges for educational institutions. The purpose of this paper is to indicate some of the changes in economic and social structure taking place in rural America and to discuss the implications of these changes upon the educational needs of the people.

The Historical Setting

Traditionally, the rural areas of the United States placed heavy emphasis upon occupational education and relatively little emphasis upon general education. In the early stages of the development of the nation, vocational education consisted largely of on-the-job training. This was especially so in agriculture. Those who were reared on family farms were provided with technical agricultural training by the farmers. Those who were reared on plantations and multiple-unit farms were provided with technical training considered desirable by the farm operators. It was assumed that those who lived on the plantations would remain there. Therefore, training was given that was specific to the work they were expected to do in the future. It was assumed that most of those who lived on family farms would climb the

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[1]In the preparation of this paper I have drawn heavily upon material prepared for President Johnson's National Adivsory Commission on Rural Poverty and published in Rural Poverty in the United States, U. S. Government Printing Office, Washington, D. C., 1967, and upon material presented to President Nixon's Task Force on Rural Development, published in U. S. Population Mobility and Distribution ERS-436, USDA Washington, D. C., 1969.

"agricultural ladder," progressing from unpaid family worker to farm laborer, renter, and ultimately to owner-operator. This type of progression was well suited to on-the-job training.

Similarly, in the early industrial development of the rural areas, most vocational education was provided through on-the-job training. For example, miners were given little formal education or training prior to employment in the mines. In like manner weavers, loom operators, and other workers in the textile mills were provided specific training for their jobs after becoming employed by the textile mills.

Those who lived on the plantations or who lived in the mill villages were expected to work for the owners of the plantations and mill villages respectively. Since the employer provided the training, it was specific to the needs of the firm providing it. Although the farm skills were transferable to other farms, the fact that the employer provided a residence meant that he had prior claim on the services of all workers. Likewise, textile mill operators who provided housing were not disposed to let those who resided in the mill villages work for other employers, even though the skills obtained were transferable. The fact that the operators provided housing, in addition to vocational training specifically oriented toward their needs gave them strong monopsonistic power over the workers, particularly in places where there were few alternative employment opportunities.

Much of the training of youth was oriented around the belief that sons would follow the occupations of their fathers. It was believed, therefore, that the sons should receive the training that was necessary to prepare them to perform effectively in these occupations. Implicit therein was the assumption that the industries located in rural areas would be characterized

by sufficient growth to provide acceptable employment opportunities for those entering the labor force. Such an assumption failed to take into consideration that the growth processes of an economy inherently contain basic forces altering the employment of resources and therefore the educational needs of the people.

Basic Forces Altering the Educational Needs of Rural People

A nation that is characterized by population growth and increasing real income per capita must find ways of increasing output in order to meet the growing needs of its population. Under most conditions this will involve developing improved production technology. Moreover, in a developing economy, if the real return for labor is to increase the productivity of labor also must increase. Increases in the productivity of labor are brought about by investing directly in labor in order to enhance its productivity and by developing more productive forms of capital to be used with labor. Both sets of forces have been operative in the United States.

In 1909 the Report of the Country Life Commission recommended strong actions to redirect rural schools in such a way as to place emphasis upon education that would prepare people for more effective living in rural areas. The Commission recommended vocational agricultural education for youth, a system of extension education for rural communities to be carried out through the land grant colleges in order to provide technical assistance and scientific information on improved production practices for farmers, and other far reaching institutional changes to help increase the productivity of agriculture. In 1900 more than half of the people of the United States were rural residents. A spirit of Jeffersonian agriculture fundamentalism characterized much of the thinking of the period. Farming was regarded as the good

life. The farming industry was by far the largest employer in the nation, and it was believed that its capacity for increased employment was great. Heavy emphasis, therefore, was placed upon preparing people to farm and upon increasing agricultural output.

The recommendations of the Country Life Commission were very effective. From its recommendations there emerged a federal land bank system, the cooperative extension service, vocational agricultural education, modifications in land grant university curricula and programs, and other significant changes. The Commission should be credited with developing the institutional structure that transformed American agriculture into the productive industry that it is today.

The attack on the frontiers of production was two pronged. In addition to institutionalization of vocational agricultural education and training to increase the productivity of labor, efforts were greatly enhanced to develop and use improved production technology.

The results exceeded the greatest expectations. During the last thirty years, agriculture and most other natural resource-based industries have experienced dramatic and continuing improvements in technology. The effects have been far reaching and often unanticipated. Whether technological improvements were biological, chemical, mechanical or organizational in nature, almost invariably they increased the productivity of capital relative to labor and land. As a consequence, a premium was placed upon the employment of capital in the affected industries. Usually, this entailed a substitution of capital for labor and a decrease in employment of labor.

But the substitution effect is not the only results of changes in technology. Since most new technology is capital using, improvements in

technology normally are accompanied by increases in output of the firm. New techniques are employed only if they are expected to decrease costs relative to output in the range at which the firm expects to operate. When additional capital is employed, unit costs of production may be increased unless output is increased. In the substitution of capital for labor, therefore, incentives are provided to expand the output of the firm.

Third, the number of firms may be affected. The number of firms is largely dependent upon the market demand for the product and the amount of product produced per firm. The demand for farm products, and generally for the products of other natural resource-based industries, grows slowly in relation to increases in per capita income. Over time, changes in technology have increased greatly the capacity of firms in the natural resource-based industries to expand output. At the same time, the demand for their products increased slowly. Consequently, in order for firms to employ effectively technological improvements it was necessary to decrease the number of firms.

The extent of the decrease varied greatly among industries. Although many industries experienced a decrease in the number of firms and increased concentration of production, among the rural industries the effects were very pronounced in farming and in mining.

A fourth major effect of improvements in technology is that the structural relations between an industry and industries producing supplies for it may be altered. Improvements in technology usually involve the creation of new forms of capital. When this happens, old forms of capital are made obsolete while markets are created for the new forms. The firms supplying the old forms, therefore, must change to the new product lines or

incur losses. Meanwhile, opportunities are created for new firms.

The larger the investment required to adopt new technology the more far reaching its effects are likely to be. The larger the investment the larger the firm must be to use it profitably. Hence, the greater may be the decrease in the number of firms producing the product affected. The smaller the number of firms using any form of capital the larger the market area needed by firms that supply the capital form. Consequently, technological improvement may be accompanied by extensive relocation of economic activities. The community effects associated with relocation of economic activities constitute a fifth effect of technological change. When they occur the communities that are highly dependent upon forms of capital and methods of distribution that are rendered obsolete experience an eroding away of their economic base. On the other hand, those communities that become distribution and service centers for the new capital forms experience economic growth. These effects seldom have been anticipated.

Communities, like firms, have adapted to changes in technology in various ways. Some have expanded economic activities to take advantages of improved technology and now serve a larger area. Other communities have reverted to specialization within farming or other industries, and many of their functions have been transferred to other communities. Because of the intense specialization of many activities and changes in the organization and scale necessary for viability of communities, many rural communities have been pulled apart. The emergent communities tend to be larger and are highly interrelated. Fox estimates that in the mid-west the area that constitutes an effective community today is approximately 100 times the area that

constituted an effective community in the early 1920's.[2] The small villages have been particularly hard hit by changes in technology. In the decade of the 1950's more than half of the villages with 500 or fewer inhabitants suffered losses in population.

The technological and organizational changes referred to above have been so extensive that there has been large scale reduction in the employment of people in the natural resource-based industries throughout the United States. The natural resource-based industries predominate in the rural areas. In most rural areas the employment created in other industries has not been sufficient to employ those released from the natural resource-based industries. Thus, in the aftermath of technological improvements in production processes, millions of people left the small farms and villages of the United States in search of better employment opportunities elsewhere.

A measure of the pressure to migrate can be obtained by comparing the net changes in employment in an area with the normal addition to the working age group (15-64) that would have occurred from changes in age, death and retirement, assuming no emigration or immigration. During the decade of the 1950's employment in the United States increased by 72 for each 100 persons added to the working age group.[3]

There was large variation among the states in their ability to create employment opportunities for those being released from previous employment and for those entering the labor force age group. (Figure 1.) Six states,

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[2]Fox, Karl A., "The Study of Interaction Between Agriculture and the Non-Farm Economy: Local, Regional and National," J. Farm Econ. 44:1-34, Feb., 1962.

[3]Many of the remaining 28 were housewives, students and other not counted in the labor force.

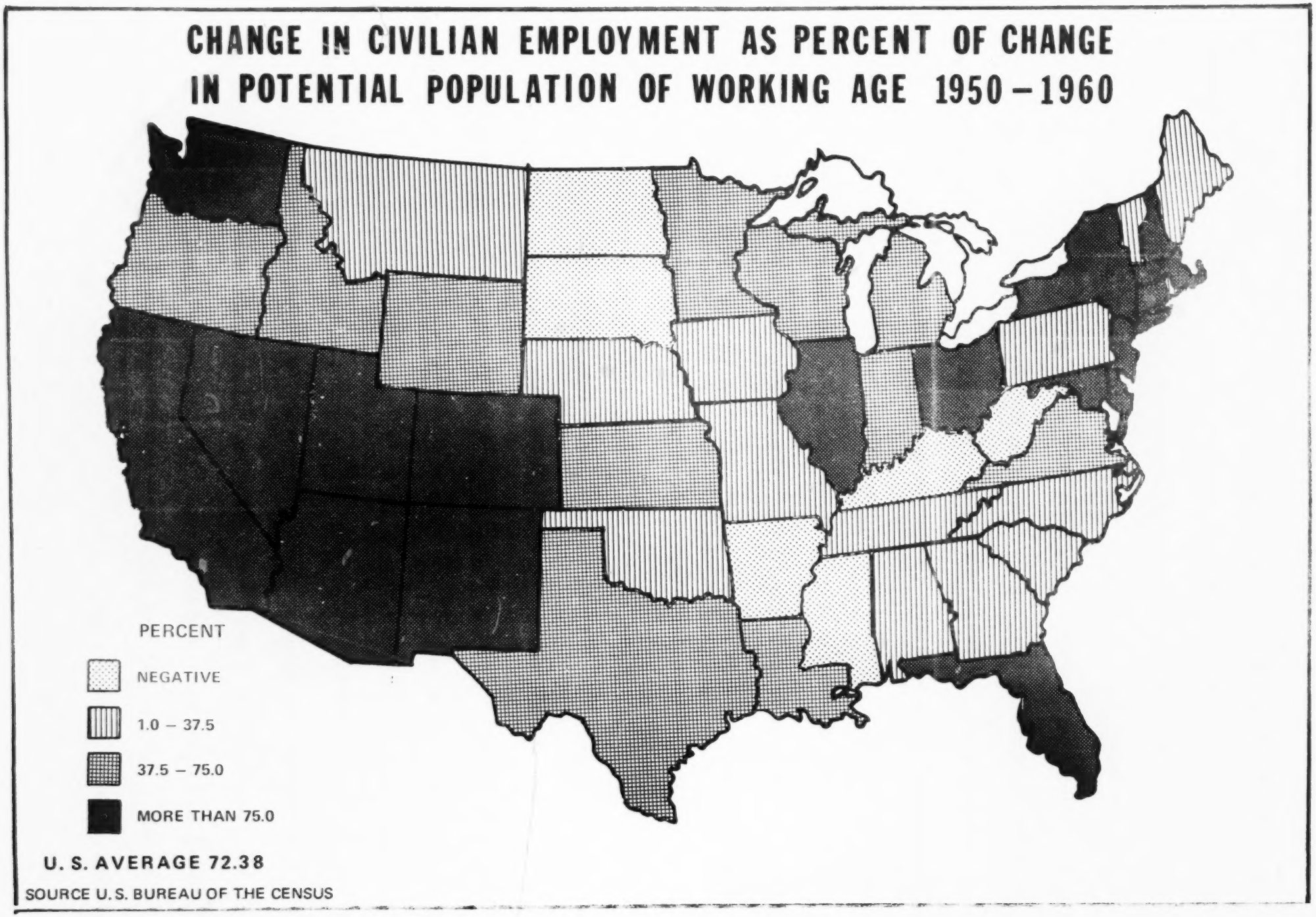

CHANGE IN CIVILIAN EMPLOYMENT AS PERCENT OF CHANGE
IN POTENTIAL POPULATION OF WORKING AGE 1950 – 1960
PERCENT
NEGATIVE
1.0 – 37.5
37.5 – 75.0
MORE THAN 75.0
U. S. AVERAGE 72.38
SOURCE U.S. BUREAU OF THE CENSUS

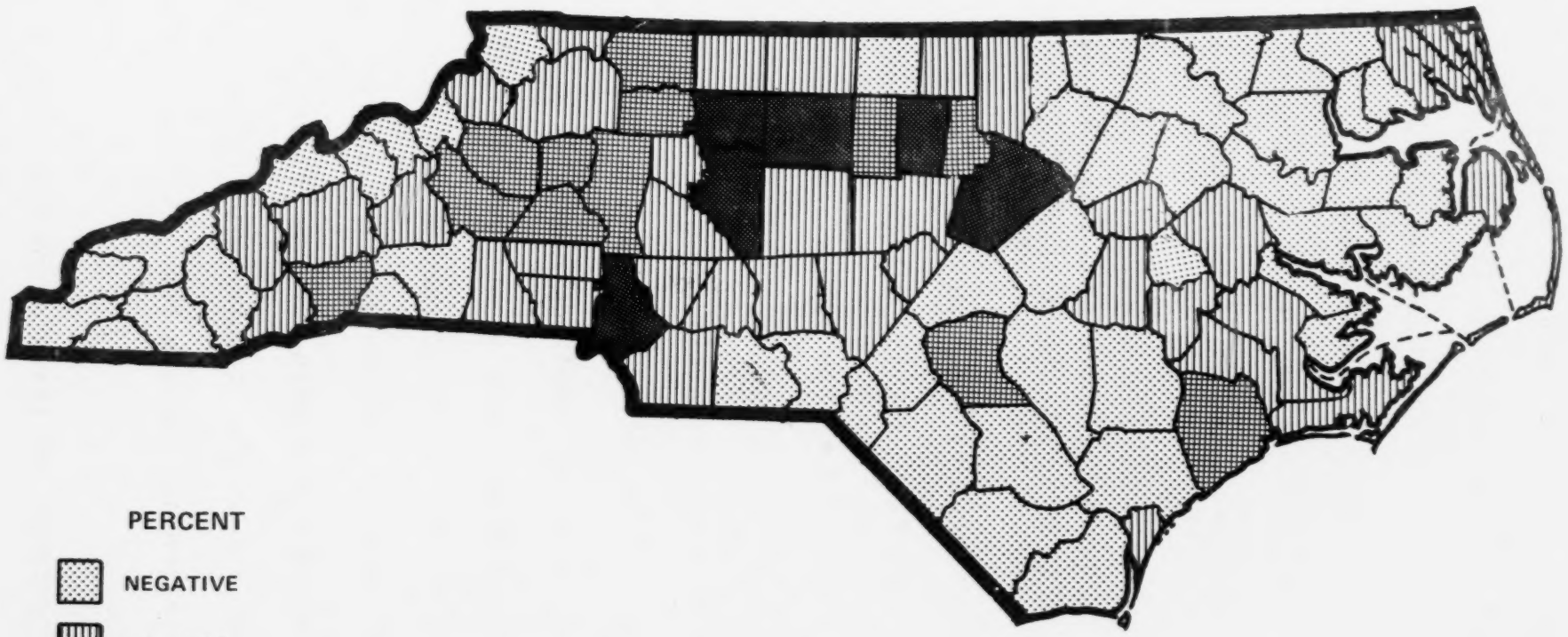
Figure 1

the Dakotas, Arkansas, Mississippi, Kentucky, and West Virginia, experienced a decrease in total employment between 1950 and 1960. The South, West North Central and Northern Plain states performed poorly. In contrast, Nevada, California, and Florida experienced phenomenal increases in employment of 350-400 for each 100 increase in their population in the labor force age group. Thus, there were strong incentives for people to migrate from the slow-growing states to those with better employment opportunities.

There also was large variation of employment growth within states. An example of the variation in growth among counties, within states, can be seen from Figure 2 showing North Carolina. During the decade of the 1950's North Carolina generated only 25 jobs for each 100 persons added to the working force age group. There was, therefore, an incentive for large scale migration from the State. But seven counties in the Piedmont, in and around the major metropolitan centers, created more employment opportunities in relation to the potential increases in the indigenous labor force than the national average. Incentives were created to migrate to those counties. In contrast, a high percentage of the counties in the most rural parts of the State, the Coastal Plain and the Appalachian Region, experienced a decline in employment during the decade even though their population in the working force age group would have increased in the absence of migration.

In brief, during the 1950's changes in the technology of production were accompanied by changes in market structure, community organization and population location. There was increased concentration of employment among counties within states and among states. Generally speaking, the rural states and counties did not fare well during the decade. Most of them experienced large net emigration.

CHANGE IN CIVILIAN EMPLOYMENT AS PERCENT OF CHANGE IN POTENTIAL POPULATION OF WORKING AGE IN NORTH CAROLINA 1950–1960



SOURCE U.S. BUREAU OF THE CENSUS AND N. C. DEPARTMENT OF LABOR

Figure 2

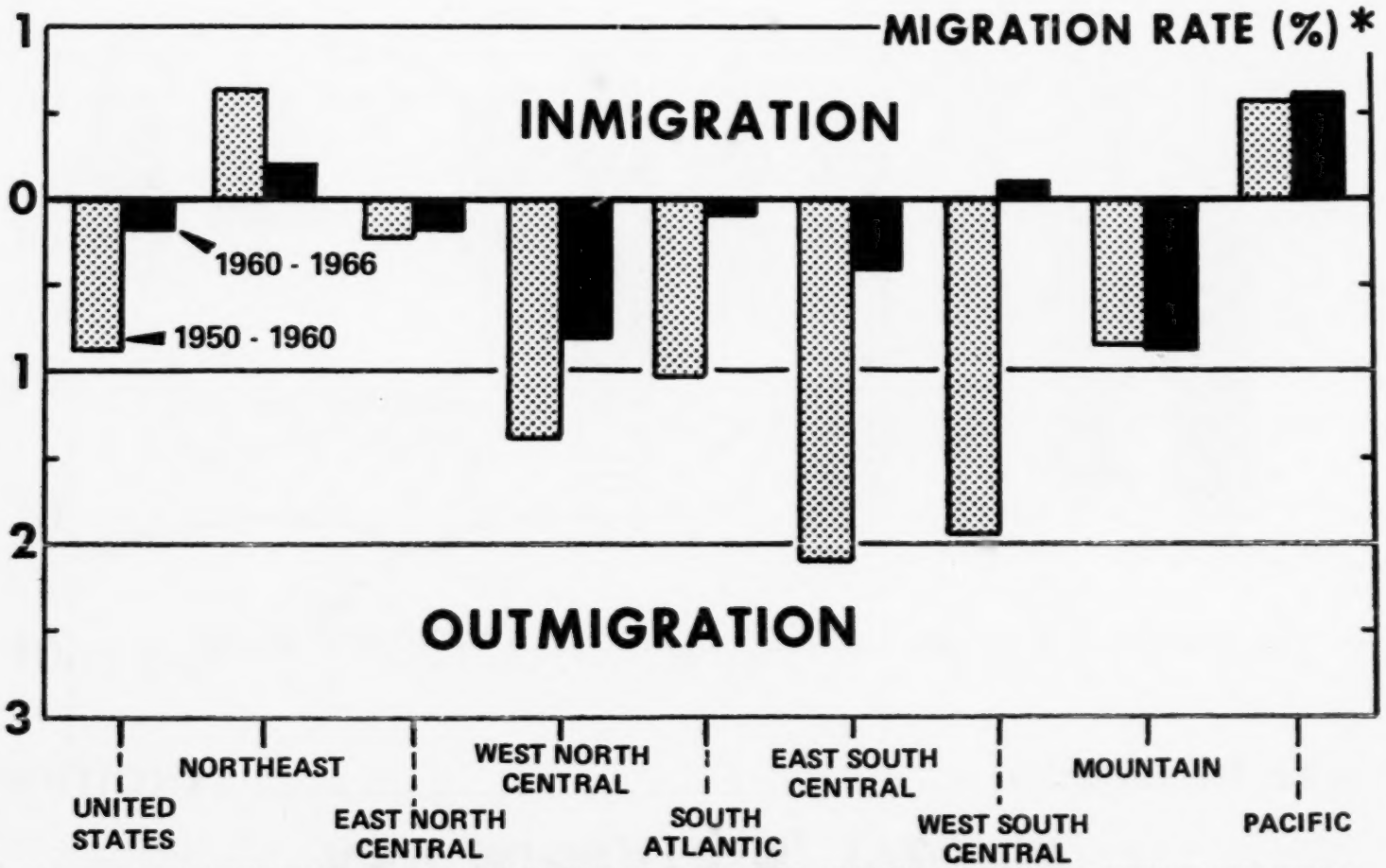
The Extent of Migration

The American population is highly mobile. Approximately twenty percent of the population changes residence each year. The data contained in Figure 3 show the net migration rates for rural and urban counties by major geographic regions of the United States since 1950. During the decade of the 1950's the annual rate of net migration from the rural counties was approximately nine-tenths percent per year. In contrast, the urban counties experienced a net gain from migration of approximately two-thirds of one percent per year.

The transfer of human resources from farms has been particularly heavy. The base farm population declined rapidly from 31 million in 1920 to approximately 10 million in 1969. For the decade of the 1940's the average annual net migration from farms was 1.3 million persons per year compared with 1.0 million in the decade of the 1950's. In spite of the fact that the farm population has been declining sharply in the United States, except for the period 1945-1950 when many veterans who were released from military service were provided with subsidies to return to farming, the average rate of net migration from farms has remained relatively constant since 1940. (Figure 4.) The average annual rate of net outmigration from farms during the current five year period is higher than in any preceding five year period for which data are available. For the period 1965-1968 the average annual net outmigration from the farm population was 711,000. This was approximately the same annual exodus that occurred during the period 1935-1940 even though the farm population now is less than one third of the farm population in that period.

In a study of persons who transferred from farm to nonfarm employment,

NET MIGRATION FROM RURAL COUNTIES △ FOR GEOGRAPHIG AREAS 1950 - 66



△ COUNTIES WITH MORE THAN HALF OF THEIR POPULATION CLASSED AS RURAL AT THE BEGINNING OF THE PERIOD.
* NET MIGRATION EXPRESSED AS A PERCENTAGE OF THE 1960 POPULATION. DATA FROM BUREAU OF THE CENSUS.

SOURCE U. S. BUREAU OF THE CENSUS

Figure 3

1444

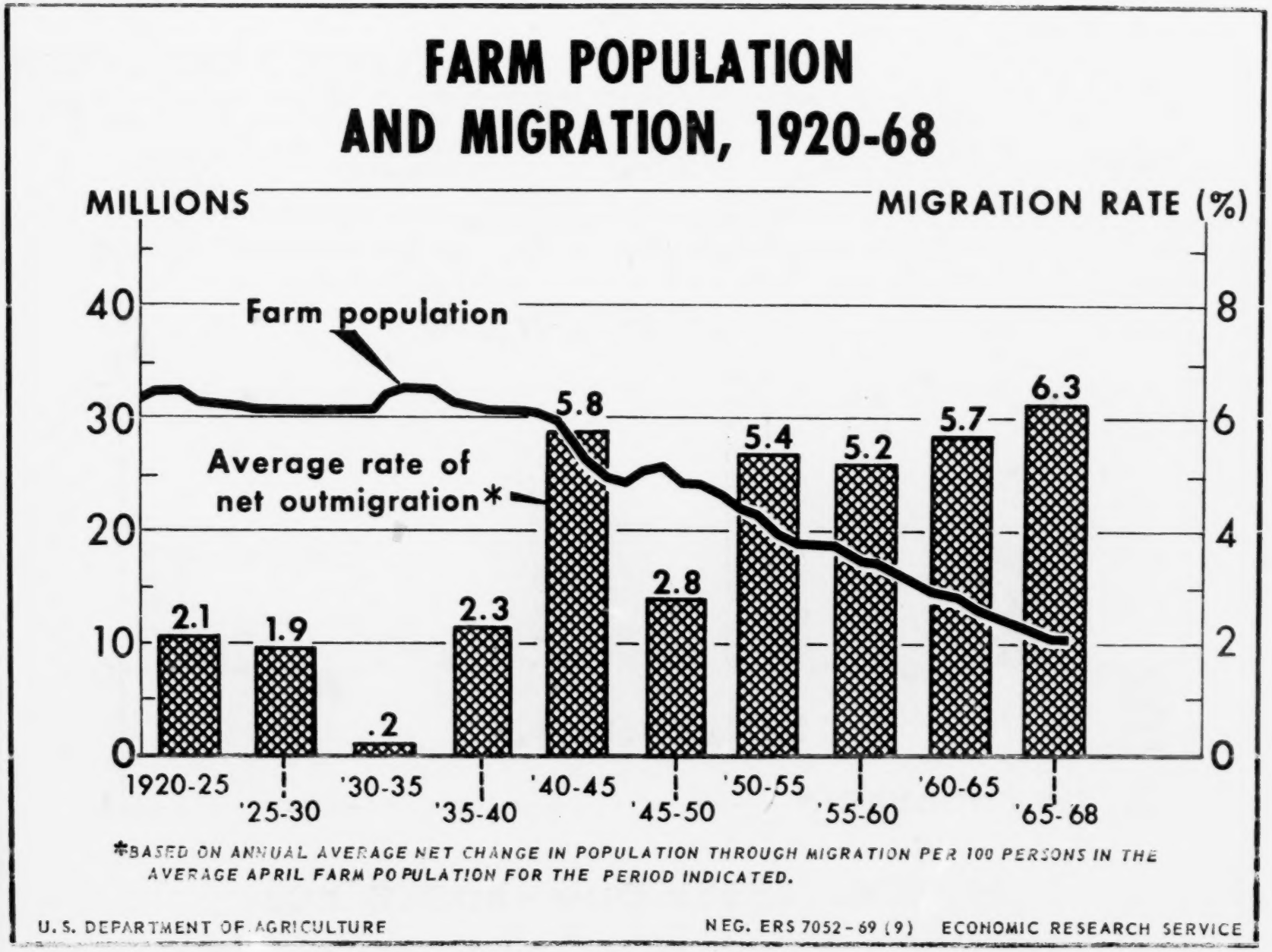


Figure 4

Hathaway and Perkins concluded that most of the people who make the transfer do not change residence.[4] Instead they commute to nonfarm jobs. Those farm residents who are most inclined to change residence when transferring from farm to nonfarm employment are young, Negro, farm wage workers who reside in relatively prosperous rural areas in close proximity to metropolitan areas.

Among the major occupation groups, farm laborers and farm foremen have one of the highest migration rates. (Figure 5) Persons working in the farm labor force as unpaid family laborers or as hired laborers are much more inclined to migrate than owner operators.[5] Farm operators tend to be older, have larger investments in farms and in farm skills, have fewer alternative opportunities, and are less responsive to economic incentives to transfer to nonfarm employment than others in the farm labor force. Farm owner operators are among the least mobile of the occupation groups in the United States. The percentage of hired farm workers who migrate upon transferring from farm to nonfarm employment is more than twice as high as that for farm operators.

The age at which people migrate is important to educational institutions. There is a well-established relationship between age and migration. (Figure 6.) Migration rates are highest during the early years of labor force participation and decline rapidly above 25 years of age. Therefore,

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[4] Hathaway and Perkins, "Occupational Mobility and Migration from Agriculture," Chapter 13, Rural Poverty in the United States, National Advisory Commission on Rural Poverty, U. S. Government Printing Office, Washington, D. C., 1967.

[5] G. Edward Schuh, "Interrelations Between the Farm Labor Force and Changes in the Total Economy," Chapter 12, Rural Poverty in the United States, National Adivsory Commission on Rural Poverty, U. S. Government Printing Office, Washington, D. C., 1967

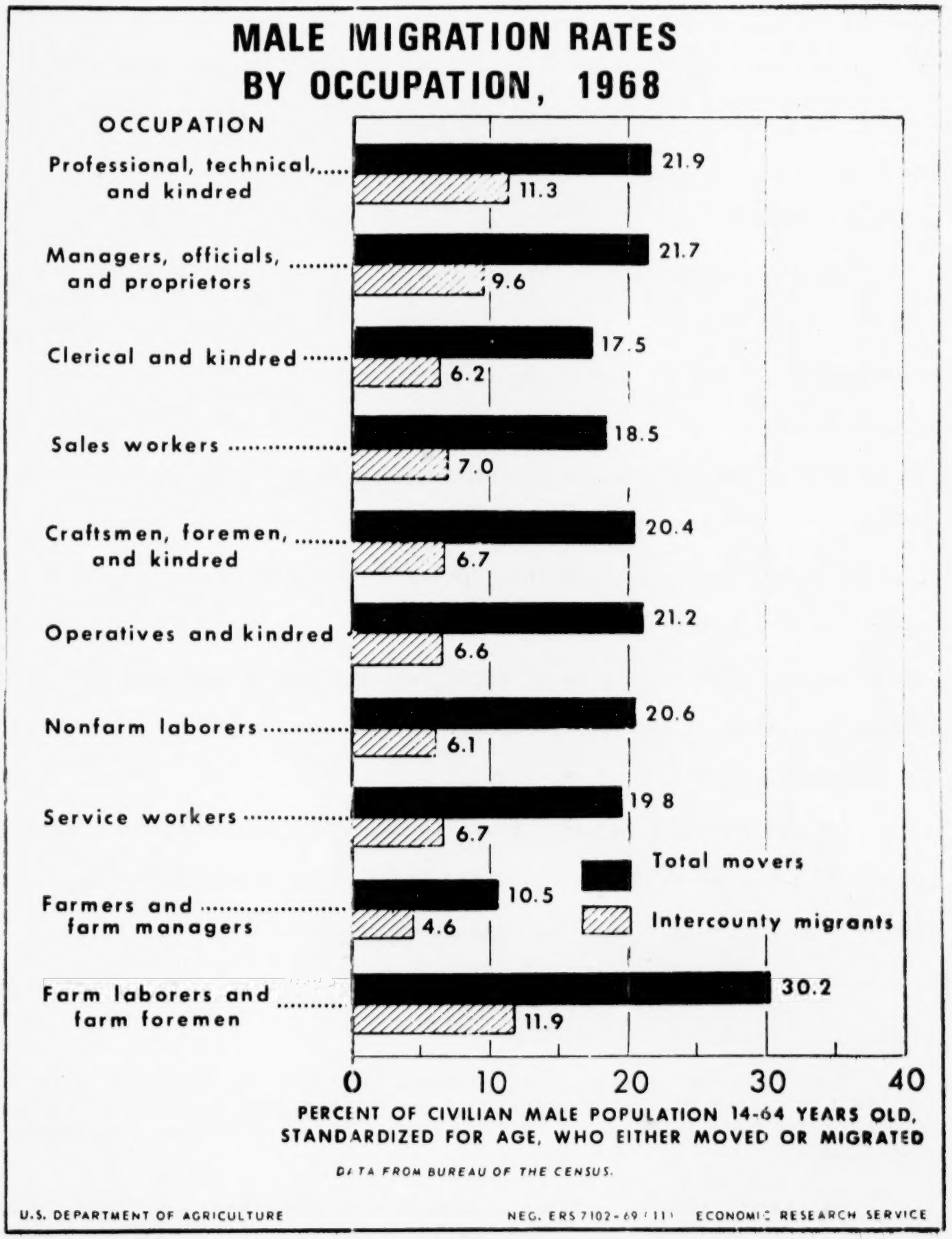
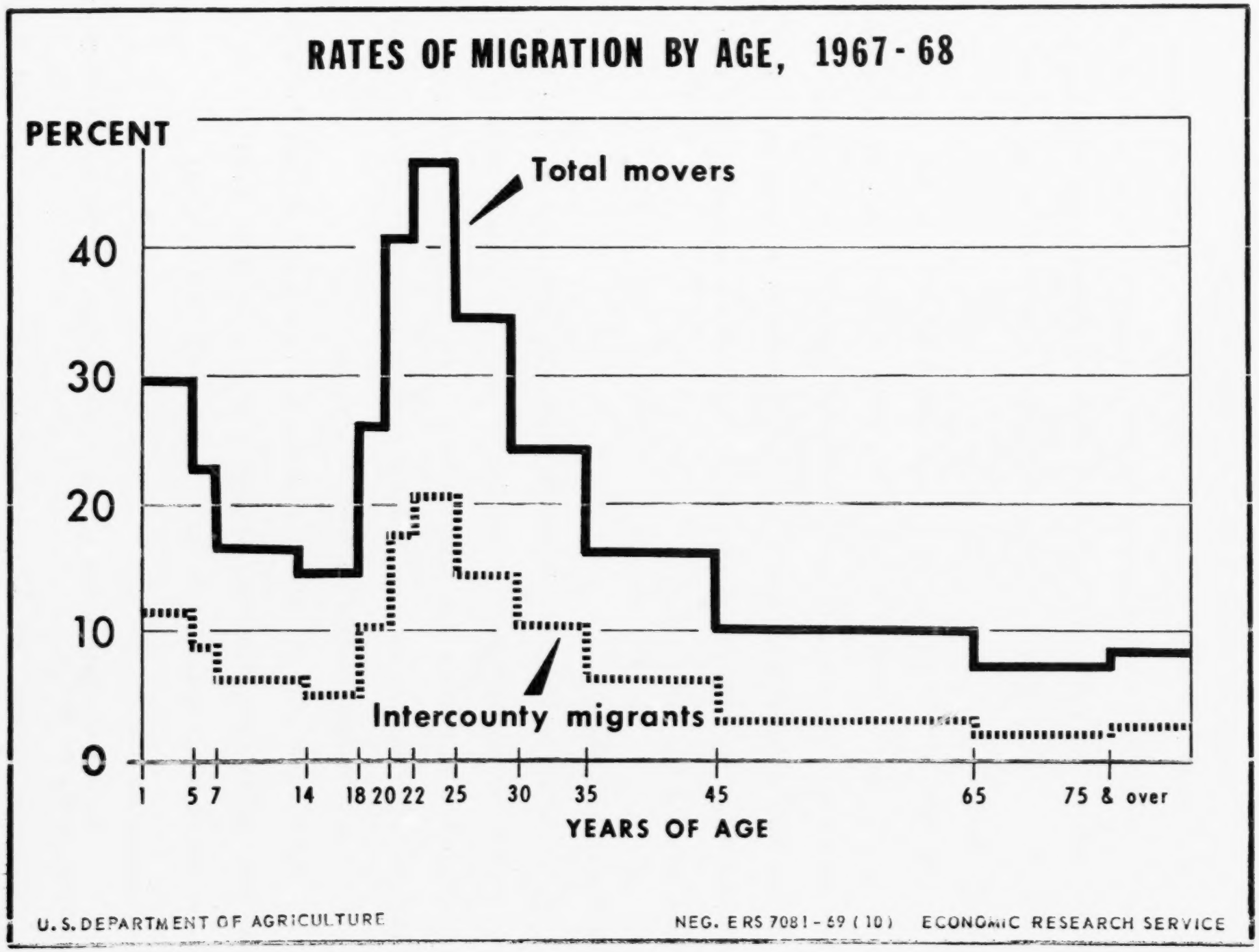

MALE MIGRATION RATES
BY OCCUPATION, 1968
OCCUPATION
Professional, technical, and kindred
21.9
11.3
Managers, officials, and proprietors
21.7
9.6
Clerical and kindred
17.5
6.2
Sales workers
18.5
7.0
Craftsmen, foremen, and kindred
20.4
6.7
Operatives and kindred
21.2
6.6
Nonfarm laborers
20.6
6.1
Service workers
19 8
6.7
Farmers and farm managers
10.5
4.6
Farm laborers and farm foremen
30.2
11.9
Total movers
Intercounty migrants
0
10
20
30
40
PERCENT OF CIVILIAN MALE POPULATION 14-64 YEARS OLD, STANDARDIZED FOR AGE, WHO EITHER MOVED OR MIGRATED
DATA FROM BUREAU OF THE CENSUS.
U.S. DEPARTMENT OF AGRICULTURE
NEG. ERS 7102-69 (11) ECONOMIC RESEARCH SERVICE

Figure 5

157
147

RATES OF MIGRATION BY AGE, 1967-68



U.S. DEPARTMENT OF AGRICULTURE NEG. ERS 7081-69 (10) ECONOMIC RESEARCH SERVICE

Figure 6

education and training at the time of entry into the labor force are important in determining the benefits derived from migration.

Migration from farms is similar with respect to age to the general pattern of migration Young adults who have relatively little invested in farming and who have a longer period of prospective employment in which to recoup the costs of migration are much more prone to transfer to nonfarm occupations.[6]

As improvements in technology have decreased the need for labor in farming, the major burden of reducing the number of farm operators and the labor input has fallen heavily upon decreasing the number of young men entering farm occupations. Stated differently, the major means of decreasing the supply of labor in farming is to find nonfarm employment for farm youth entering the labor force.[7]

The Migration Process

Few would contend that decisions concerning migration are made in a well considered manner. On the contrary, there is increasing evidence that most decisions to migrate are based on very scanty information. Furthermore, there has been no national program to provide relevant information or other relocation assistance to potential migrants.

Marsh found that the planning period was "one month or less for about one-third of the moves reported; alternatives were not even considered in two-thirds of them; and, in over half of the cases, family heads who

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[6]C. E. Bishop, Farm Labor in the United States, Columbia University Press, New York, 1967, p. 9.

[7]Marion Clawson, "Aging Farmers and Agriculture Policy," Journal of Farm Economics, Vol. XLV, February, 1963, pp. 13-30.

relocated consulted no more than one source of job information."[8] He also noted that the more highly educated workers deliberated at greater length concerning migration and that they had greater access to specific information prior to migration.

Migration operates largely through an informal process dependent upon friends and relatives. The results are evident in the patterns established by migrants. The significance of established streams of migrants is demonstrated clearly in a study by Kain and Persky as follows:

> "The typical rural Negro lifetime migrant tends to move to large urban areas (greater than a million in population outside of the South. Fifty-eight percent of Negroes born in the South Atlantic Division and now living elsewhere, live in the four North Eastern SMSA's greater than a million, (Buffalo, New York, Philadelphia, and Pittsburgh). Similarly, about 40 percent of the Negro lifetime migrants from the East South Central Division have moved to the five East North Central SMSA's greater than a million, (Chicago, Detroit, Cincinnati, Cleveland, and Milwaukee). Finally, about 36 percent of the same group from the West South Central Division live in the four Pacific SMSA's greater than a million (Los Angeles, San Diego, San Francisco and Seattle). Thus, not only have Negroes from the South moved to large metropolitan areas, they have moved along clear-cut lines to their destinations, forming at least three major streams, one up the Eastern seaboard, another up the Mississippi River to Ohio and Michigan and one westward to California."
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> "The pattern is more diffused for whites. While whites from the three divisions also tend to move along these streams, there is a much greater willingness to cross longitudinal lines and to go to smaller places."[9]

The growth processes outlined above have had striking impacts upon the nature and extent of development in both urban and rural areas. During

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[8]Robert E. Marsh, "Geographic Labor Mobility in the United States, Recent Findings," Social Security Bulletin, No. 30,March, 1967, pp. 14-20.

[9]John F Kain and J. J. Persky, "The North's Stake in Southern Rural Poverty," Chap. 17, Rural Poverty in the United States, National Advisory Commission on Rural Poverty, U. S. Government Printing Office, Washington, D. C., 1967.

the 1950's the incentives to enlarge the size of firms and to concentrate economic activities led to the rapid growth of metropolitan centers. A high proportion of those who migrated from the rural areas migrated to these centers. Unfortunately, many of the migrants were disillusioned. They moved on the basis of scanty information and were poorly prepared for the jobs that were available in the centers to which they moved.

Movement of Population to Rural Areas

It should not be inferred that migrants from rural areas travel a one-way street. Migration involves a two-way flow of people. Even if mobility were perfect, a substantial movement of people to rural areas could occur at the same time that a large exodus from rural areas was taking place. While a large movement of labor to rural areas in a country which is experiencing a mass exodus from these areas may be evidence of excessive mobility, mistaken expectations and social waste, such migrations also may reflect differences in tastes or personal characteristics of inmigrants and outmigrants.

Unfortunately, data are not available to separate those who move to rural areas because of their preferences for employment or living in those areas and those who return to rural areas because of disillusionment and disappointment in urban centers. However, research demonstrates that there is a large gross movement of labor into as well as out of farm employment. For the period 1957 to 1963, the number of persons switching from nonfarm to farm employment averaged close to 90 percent of the number of persons moving from farm to nonfarm employment.[10] Most persons transferring from

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[10]Hathaway and Perkins, op. cit., p. 74.

nonfarm to farm employment had formerly been employed in farming and many of them continued to live on farms while endeavoring to establish themselves in nonfarm jobs. Even so, many who changed from farm to nonfarm residences also returned to farms. The proportion of off-farm movers who returned to farm work decreased as the size of the city to which they moved increased. Employment stability increased with city size for all persons transferring from farm to nonfarm employment regardless of whether they changed residence. It was noted above that nonwhites were much more likely to migrate to large urban complexes. It should also be pointed out that nonwhites fared better in the large metropolitan centers than in smaller cities.[11]

Workers who leave agricultural employment are likely to find employment in industries that are subject to cyclical and secular downturns in employment and thus subject to layoff when labor force reductions occur.[12] A high proportion find employment in unskilled or semiskilled occupations in manufacturing, retail trade and construction industries. Because a relatively large share of the migrants from farms in the South are long distance migrants who are employed in the industries subject to heavy layoff, recessions have a relatively high impact upon the South.

A high percentage of those who return from nonfarm to farm employment try again to obtain nonfarm employment. For the period 1957 to 1963, 37 percent of those who moved from nonfarm to farm employment, were employed in nonfarm employment again one year later.[13]

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[11] Loc. cit.

[12] Dale E. Hathaway, "Occupational Mobility from the Farm Labor Force," Chap. 5, Farm Labor in the United States, Columbia University Press, 1967, p.94.

[13] Hathaway and Perkins, Op. cit.

Technological change continues to generate significant structural changes in agriculture. The number of farms with sales of less than $10,000 continues to decrease sharply. Between 1960 and 1968 the number of such farms in the United States decreased by approximately one-third. In contrast, the number of farms producing more than $20,000 of products for sale continues to increase. Between 1960 and 1968 the number of such farms increased by fifty-five percent. These trends in employment in farming and the farm population will continue.

The size of farm that is necessary to provide an adequate income for a family is changing rapidly. During the decade of the 1950's farms with gross annual sales of $10,000 or more were generally considered necessary to provide an adequate income for a family. At the end of the decade it was estimated that a farm of this size would become available for each 10 farm males who were potential farmers. By the mid 1960's the size of farm necessary to provide an adequate income for a family had increased to one with gross annual sales of $15,000 or more. Opportunities for rural farm male youths to obtain a farm of this size were limited to one in twelve.[14] As technological improvements open new possibilities for farm production they will continue to provide incentives to substitute capital for labor and likely will result in an even further decrease in the number of farm opportunities for youth to obtain farms that will generate adequate family incomes.

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[14]J. M. Stam,"Farming as a Career: What are the Opportunities for Youth?" Minnesota Agricultural Economist No. 521, Minnesota Agricultural Extension Service, August, 1969.

A second major factor affecting educational needs is the fact that those who remain on farms are becoming increasingly dependent upon off-farm sources of income. In 1960 farm operator families received forty-two percent of their total income from off-farm sources. In 1968 income from off-farm sources accounted for almost one half of the total income of farm families. While the amount of off-farm income varied by size of farm, it was important to all classes, amounting to more than seventeen percent of the total money income of families living on farms where sales exceeded $40,000 per year. (Figure 7.) Information concerning the sources of off-farm income is not published. It includes income from wages and salaries as well as other sources. We know from other studies that many members of farm operator families are employed in off-farm jobs, and it is likely that a high percentage of the off-farm income of farm operator families comes from wages and salaries of family members employed in nonfarm occupations. Moreover, since off-farm income has been increasing in the recent past, continuation of the processes of structural change likely will lead to even greater dependence upon off-farm sources of income. It will become increasingly important that farm family members acquire the education and training necessary to take advantage of off-farm employment.

During the period from 1950 to 1960 outmigration from the farms and small villages was so large that half of the counties in the United States declined in population. (Figure 8.) The declining counties were overwhelmingly rural in character.[15] The areas that grew rapidly from inmigration of population were mostly urban, and particularly around the metropolitan

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[15]U. S. Population Mobility and Distribution, Econ. Research Service-436, U. S. Department of Agriculture, Washington, D. C., 1969, p. 20.

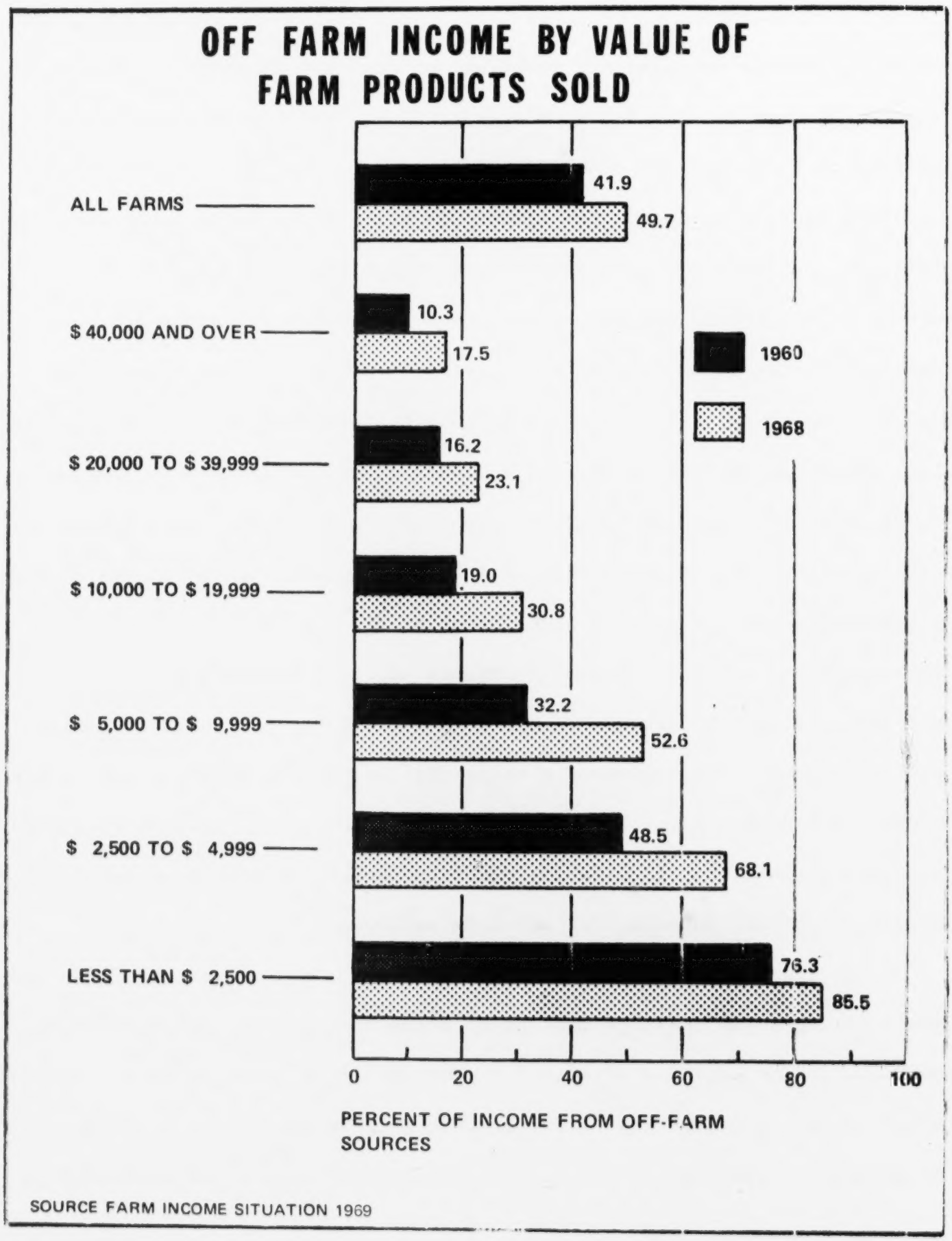

OFF FARM INCOME BY VALUE OF FARM PRODUCTS SOLD
ALL FARMS
41.9
49.7
$ 40,000 AND OVER
10.3
17.5
$ 20,000 TO $ 39,999
16.2
23.1
$ 10,000 TO $ 19,999
19.0
30.8
$ 5,000 TO $ 9,999
32.2
52.6
$ 2,500 TO $ 4,999
48.5
68.1
LESS THAN $ 2,500
76.3
85.5
1960
1968
0
20
40
60
80
100
PERCENT OF INCOME FROM OFF-FARM SOURCES
SOURCE FARM INCOME SITUATION 1969

Figure 7

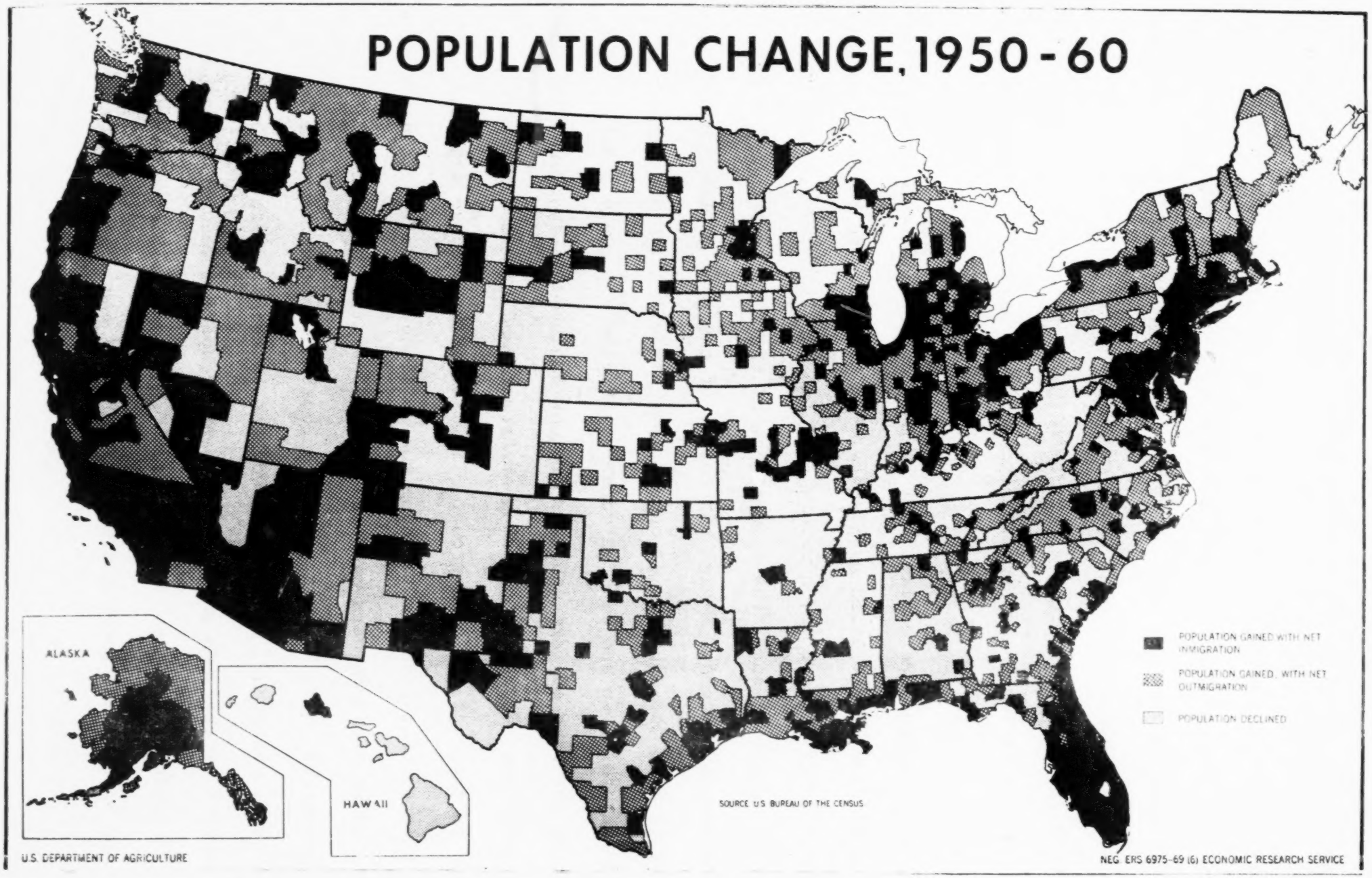

POPULATION CHANGE, 1950-60
ALASKA
HAWAII
POPULATION GAINED WITH NET INMIGRATION
POPULATION GAINED, WITH NET OUTMIGRATION
POPULATION DECLINED
SOURCE U.S. BUREAU OF THE CENSUS
U.S. DEPARTMENT OF AGRICULTURE
NEG. ERS 6975-69 (6) ECONOMIC RESEARCH SERVICE

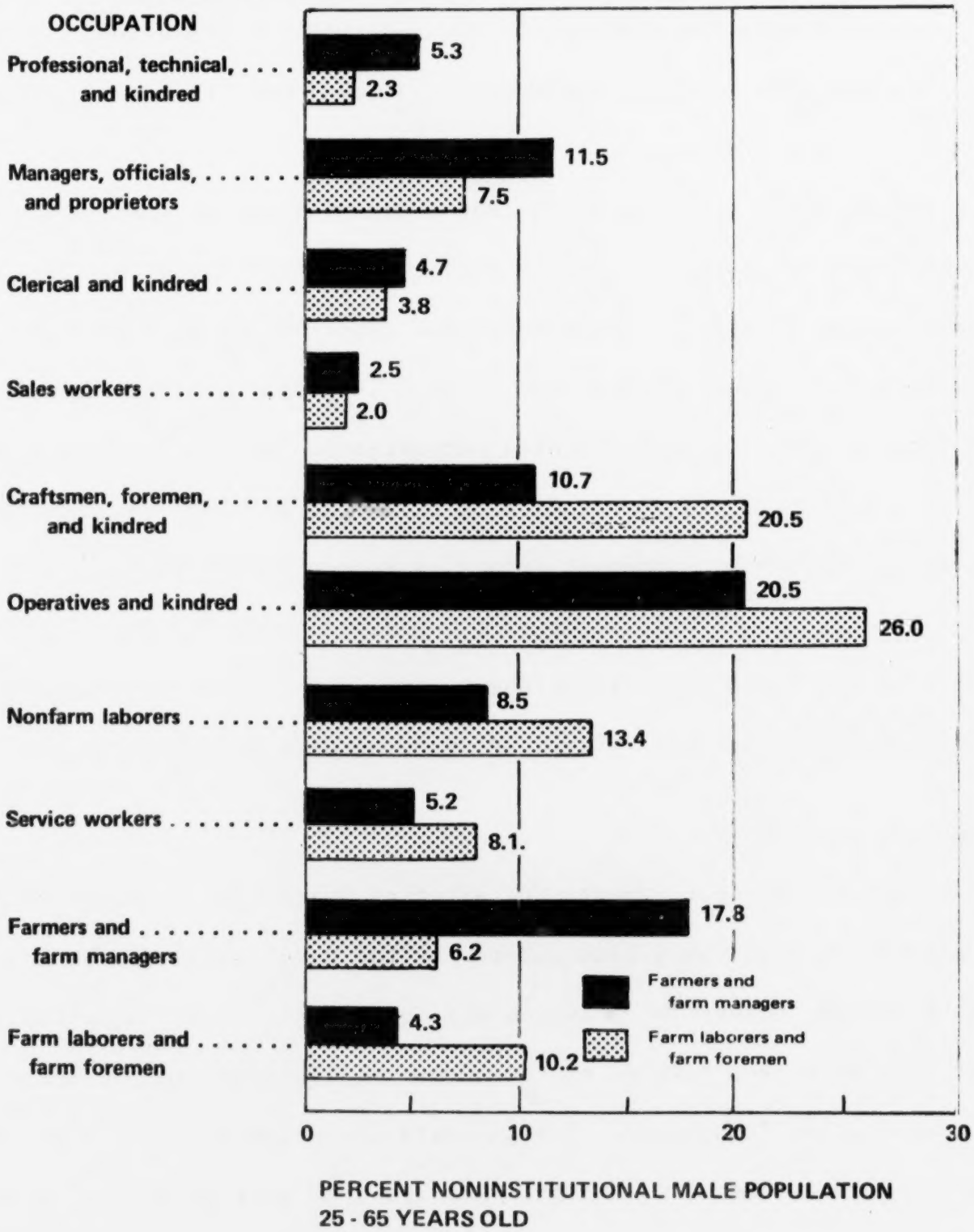
Figure 8

centers of the Great Lakes, the Pacific Coast, and Florida Peninsula. It will be recalled from the map showing the generation of jobs in relation to the potential addition of the labor force from the indigenous population that the areas of high growth in population tend to conform to the areas where jobs were created in excess of the normal additions to the labor force age group. In like manner, a large share of the counties in the areas of the United States that experienced slow growth in the generation of jobs in relation to the labor force also experienced heavy outmigration of population and population declines.

It was emphasized earlier that in much of the history of the United States sons have been trained as if they were to enter the same occupations as their fathers. There is, however, less tendency for the sons of farmers and farm laborers to enter the occupations of their fathers than for many other occupation groups. A high percentage of the sons of farmers and farm managers go into the blue collar occupations as operatives and kindred workers and craftsmen and kindred workers. (Figure 9.) Only about 10 percent of the sons of farm laborers are now employed in that occupational group. Eighteen percent of the sons of farmers and farm managers are employed in that occupational group. It is clear from these data that providing specialized skills to young men as if they were to enter the same occupations as their fathers can lead to serious misallocation of educational resources. The highest rate of occupational inheritance is in the professional, technical, and kindred workers category. Even here, almost sixty percent of the sons enter a different occupation than their fathers.

In spite of the heavy outmigration from the rural areas, approximately one half of all persons eighteen years old and over who were born in

CURRENT OCCUPATIONS OF SONS OF FARMERS AND FARM WORKERS, 1962



SOURCE: CURRENT POPULATION REPORTS

Figure 9

rural areas are still living there. About thirty-one percent of the rural-born adults now live in metropolitan areas. In 1967 twenty percent of the urban population was of rural childhood origin. Moreover, the percentage of the rural population that was of urban origin was not greatly different. More than one half of the rural whites live in locations that are more than fifty miles from their point of origin.

It is clear from the above that successful educational programs must prepare rural residents to work in nonfarm occupations whether they remain in rural areas or migrate to metropolitan centers. It is also clear that urban residents should be prepared to live in rural residences where some will work in agriculturally related occupations. But an increasing proportion of rural residents do not live on farms and they are employed in nonagricultural occupations. Moreover, there is reason to believe that employment and population growth will occur more rapidly outside the major metropolitan centers in the years immediately ahead than in the past, emphasizing the need for general education of youth living outside metropolitan centers.

Changes in the 1960's

Many recent developments are altering industrial location advantages. Transportation costs have been altered by the development of the interstate highway system, commercial aviation and containerization. Locational advantages also have been altered by the advent of computers and by improvements in communication technology. Energy costs are being altered by the development of nuclear sources of energy. Perhaps even more important, during most of the 1960's the economy experienced high levels of employment, low unemployment and rapidly rising prices. Under these conditions, the supply of labor assumed a more important role in plant location decisions. These

factors have contributed to a more dispersed pattern of economic growth, including more rapid growth in the non-metropolitan areas.

During the period 1962-1967 the rate of employment growth in private nonfarm industries in non-metropolitan counties was greater than in metropolitan counties. (Figure 10.) In contrast, in earlier periods the development of nonfarm jobs in non-metropolitan areas usually lagged behind the rate of growth in metropolitan areas.

The growth in employment in relation to the potential increase in the labor force from the indigenous population also was strikingly different among the states in the 1960's than in the 1950's. Between 1962 and 1966 the United States created employment for 76 of each 100 persons added to the working age group. The distribution of employment gains among the states was much better in relation to the potential increases in the labor force than during the 1950's. (Figure 11.) Progress in the southeastern states was quite pronounced, with Tennessee and Georgia exceeding the national average, and other southern states performing at a rate only slightly less than the national average. During this period, absolute decreases in employment occurred only in four states in the northern part of the Great Plains.

In the current decade about half of the rural and semi-rural counties in the nation are creating enough private nonfarm jobs to offset the declines in the farm labor force.[16] As a result of this improvement in employment opportunities, the predominantly rural counties have done much better during the current decade in retaining their population than they

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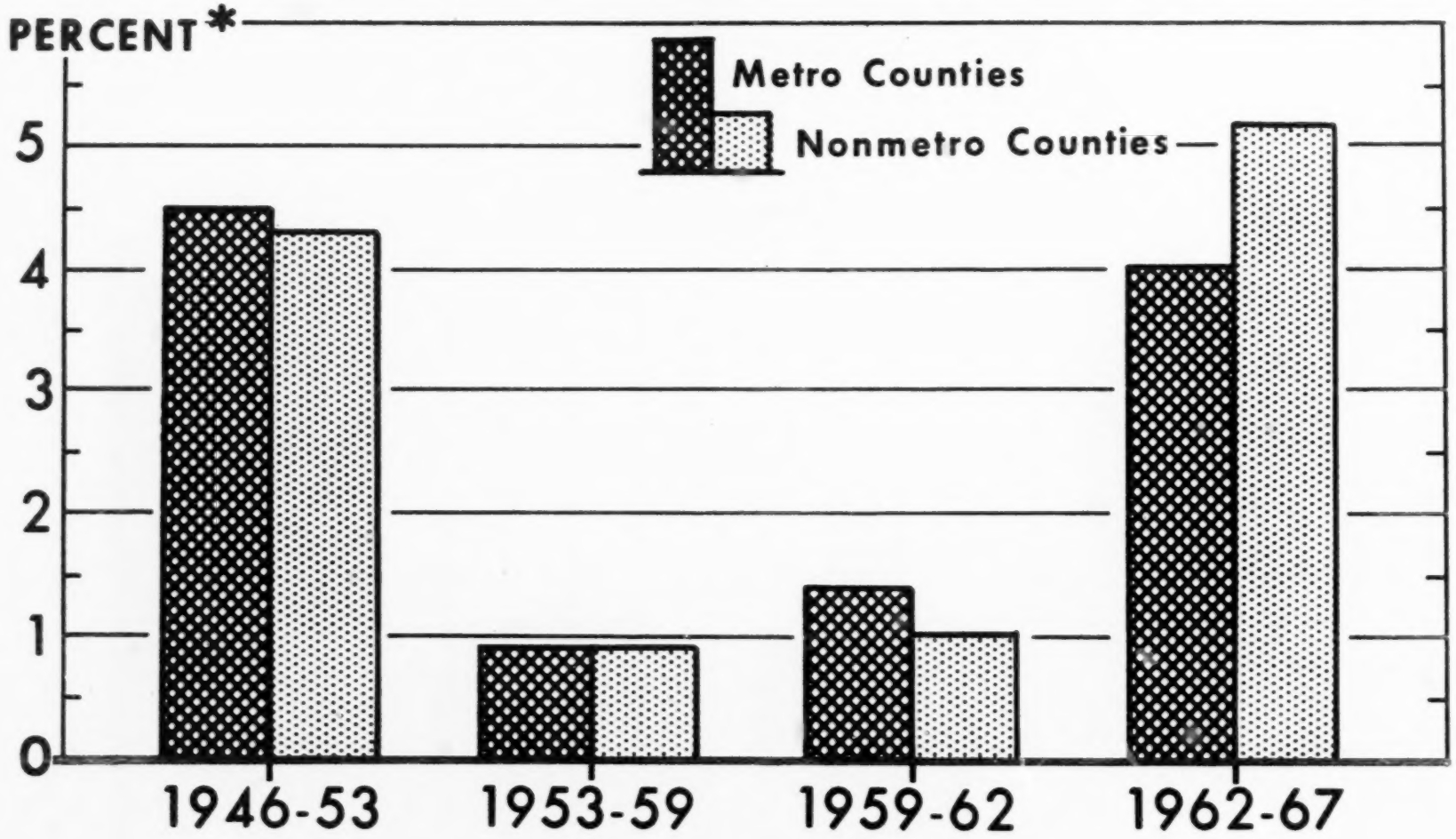
[16]Clark Edwards and Calvin Beale, "Rural Change in the 1960's, " National Agricultural Outlook Conference, ERS, USDA, February, 1969, p. 5.

EMPLOYMENT GROWTH IN PRIVATE NONFARM INDUSTRIES

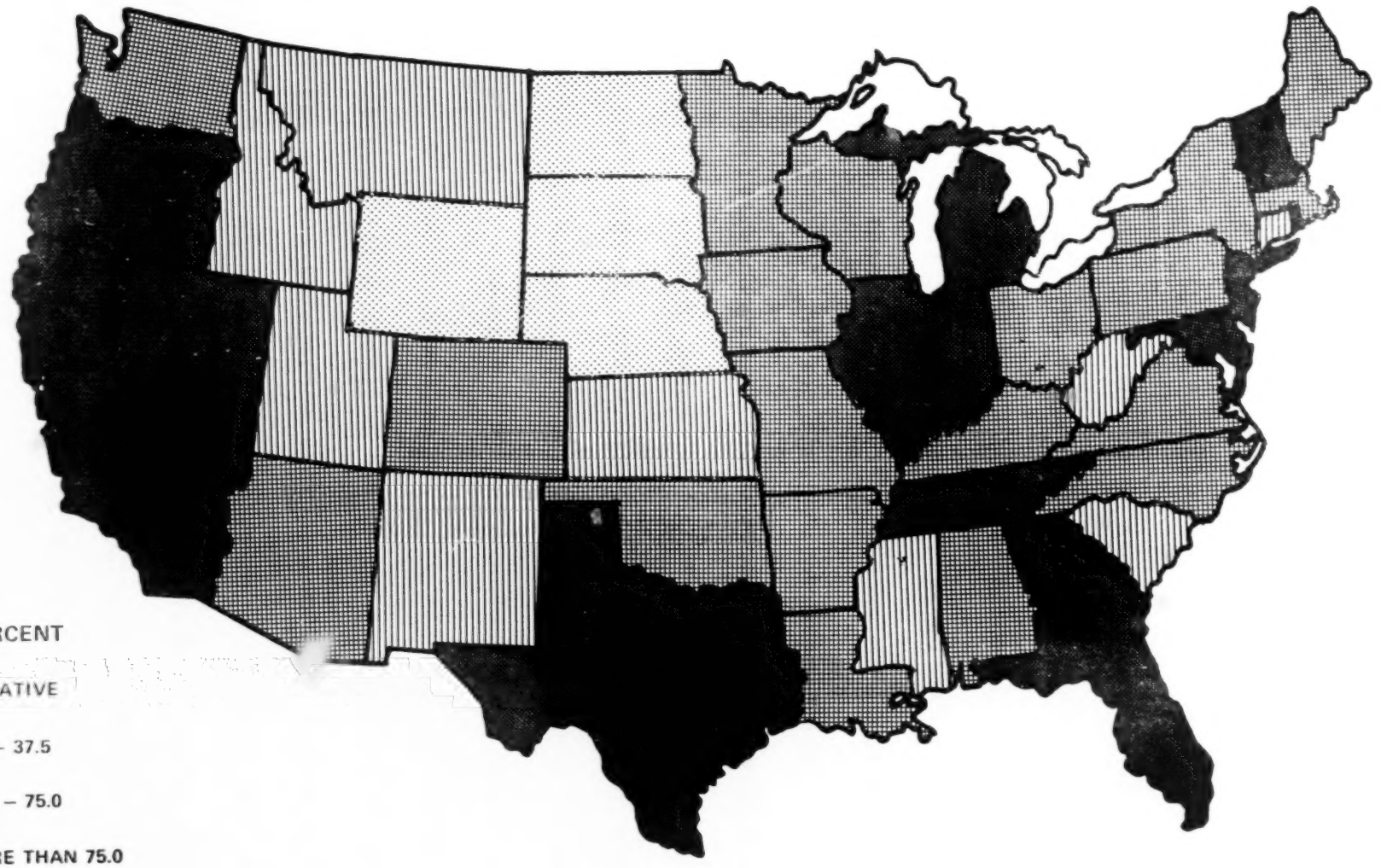


DATA ADAPTED FROM COUNTY BUSINESS PATTERNS.
*ANNUAL AVERAGE PERCENT OF GAIN FOR THE PERIOD INDICATED.

U. S. DEPARTMENT OF AGRICULTURE NEG. ERS 7049-69 (9) ECONOMIC RESEARCH SERVICE

Figure 10

CHANGE IN CIVILIAN EMPLOYMENT AS PERCENT OF CHANGE IN POTENTIAL POPULATION OF WORKING AGE 1962 – 1966



U.S. AVERAGE 75.64

SOURCE U. S. BUREAU OF THE CENSUS

Figure 11

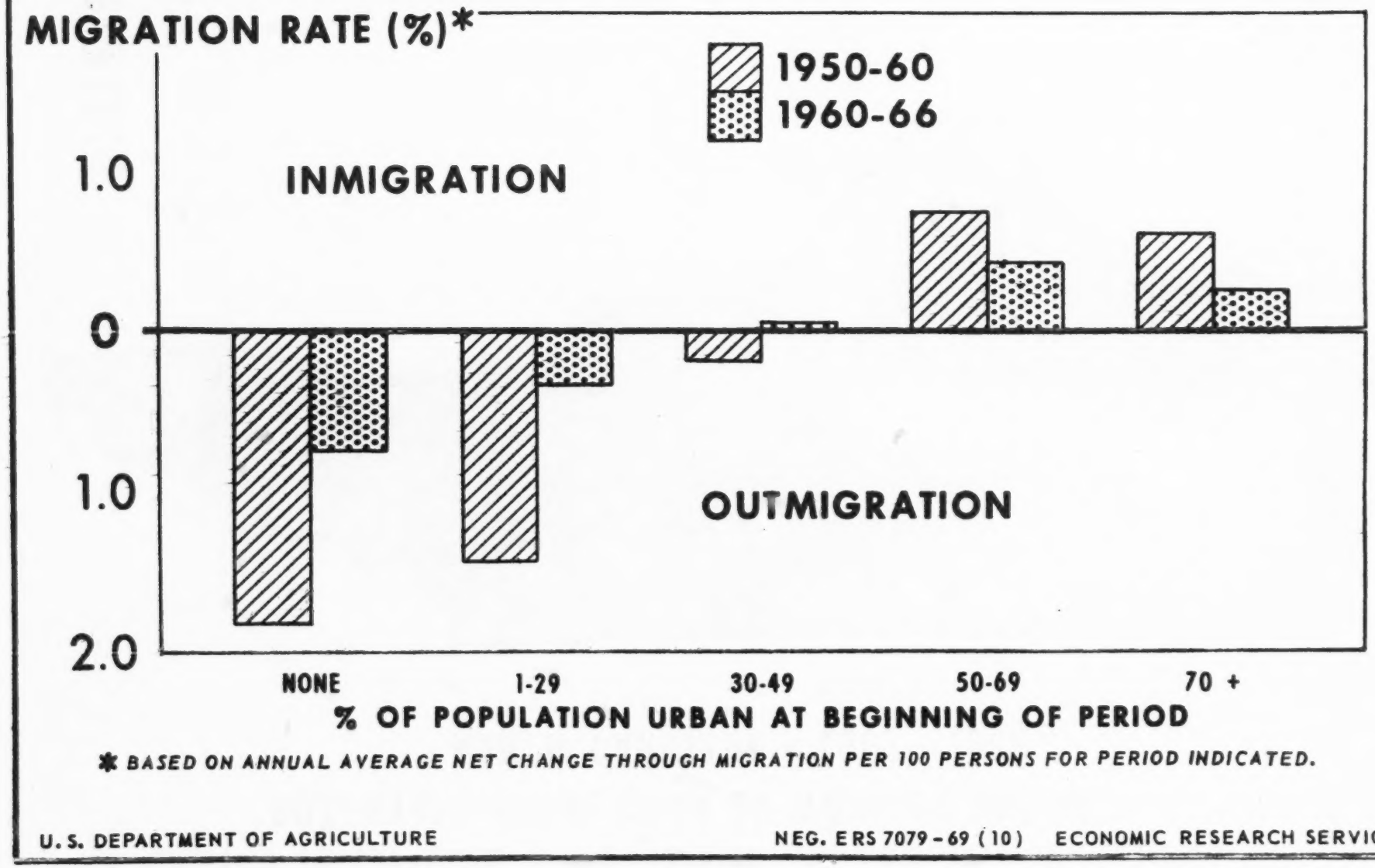
did in the 1950's. (Figure 12.) During the 1950's this group of counties had a net outmigration of more than 4.6 million people, but between 1960 and 1966, the annual average migration was only about one-fifth this rate. Although the counties where more than one-half of the population is urban are still gaining population through immigration the rate of gain dropped sharply during the decade of the 1960's.

An example of improvement in the distribution of growth within a state is shown for North Carolina in Figure 13. Between 1962 and 1966, in relation to each 100 potential natural increase in population of working age the State generated 68 jobs. Thirty-four of the 100 counties in the State had growth rates in excess of 76, the national average. Even though 24 counties lost employment during this period, in comparison with the 1950's improvement was quite pronounced in the non-metropolitan areas. As a result, migration from the State decreased sharply.

A more striking example of a state that is experiencing a much more rapid growth of employment and a better distribution of that growth during the current decade is Arkansas. During the decade of the 1950's technological and structural changes produced profound effects in Arkansas. Sixty-eight of the 75 counties in the State suffered a decrease in employment. Although 13 counties continued to lose employment during the 1960's, 34 counties now are generating more jobs in relation to the indigenous labor force than the national average. (Figure 14.) The slow growth areas in the State are concentrated largely in the Northwestern and Northeastern parts. Most of the western half of the State is growing more rapidly than the national average.

In contrast, Nebraska is an example of a state where employment is

NET MIGRATION 1950-60 AND 1960-66 FOR COUNTIES GROUPED BY DEGREE OF URBANIZATION



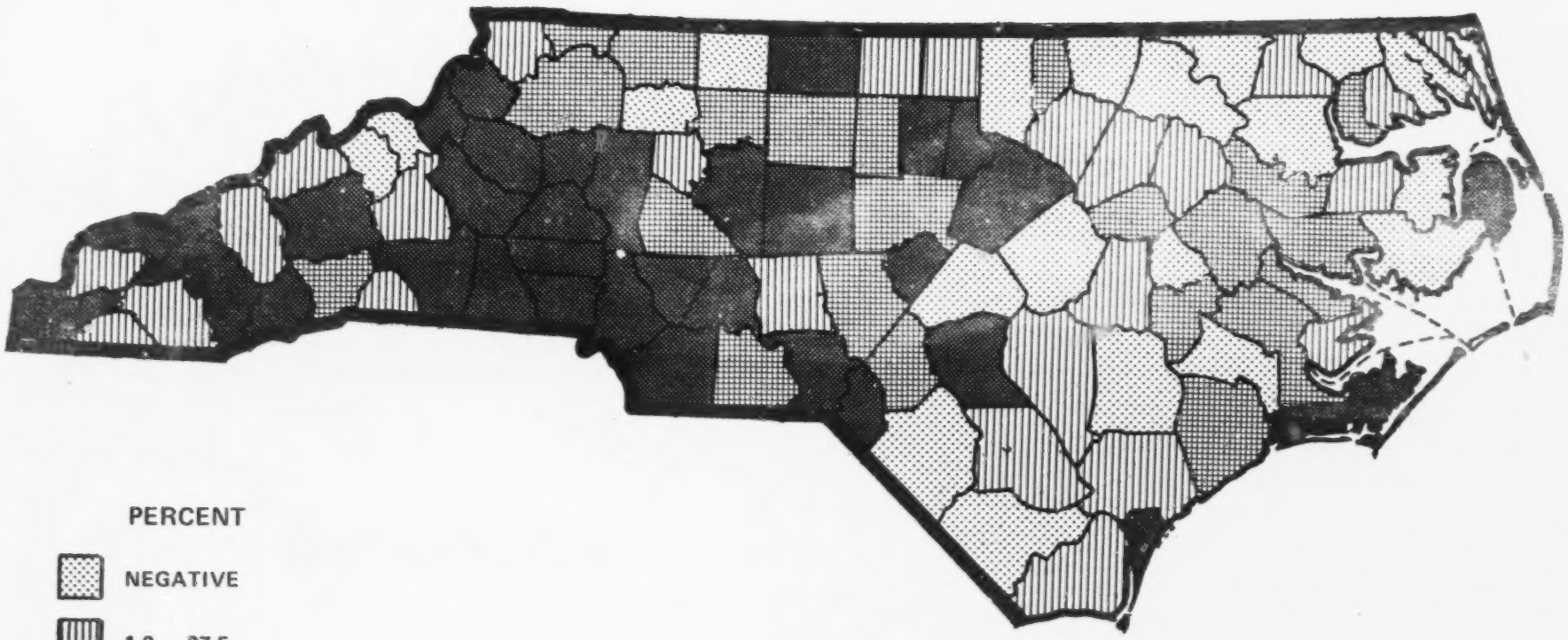
* BASED ON ANNUAL AVERAGE NET CHANGE THROUGH MIGRATION PER 100 PERSONS FOR PERIOD INDICATED.

U. S. DEPARTMENT OF AGRICULTURE NEG. ERS 7079-69 (10) ECONOMIC RESEARCH SERVICE

Figure 12

474

CHANGE IN CIVILIAN EMPLOYMENT AS PERCENT OF CHANGE IN POTENTIAL POPULATION OF WORKING AGE IN NORTH CAROLINA 1962 – 1966



PERCENT

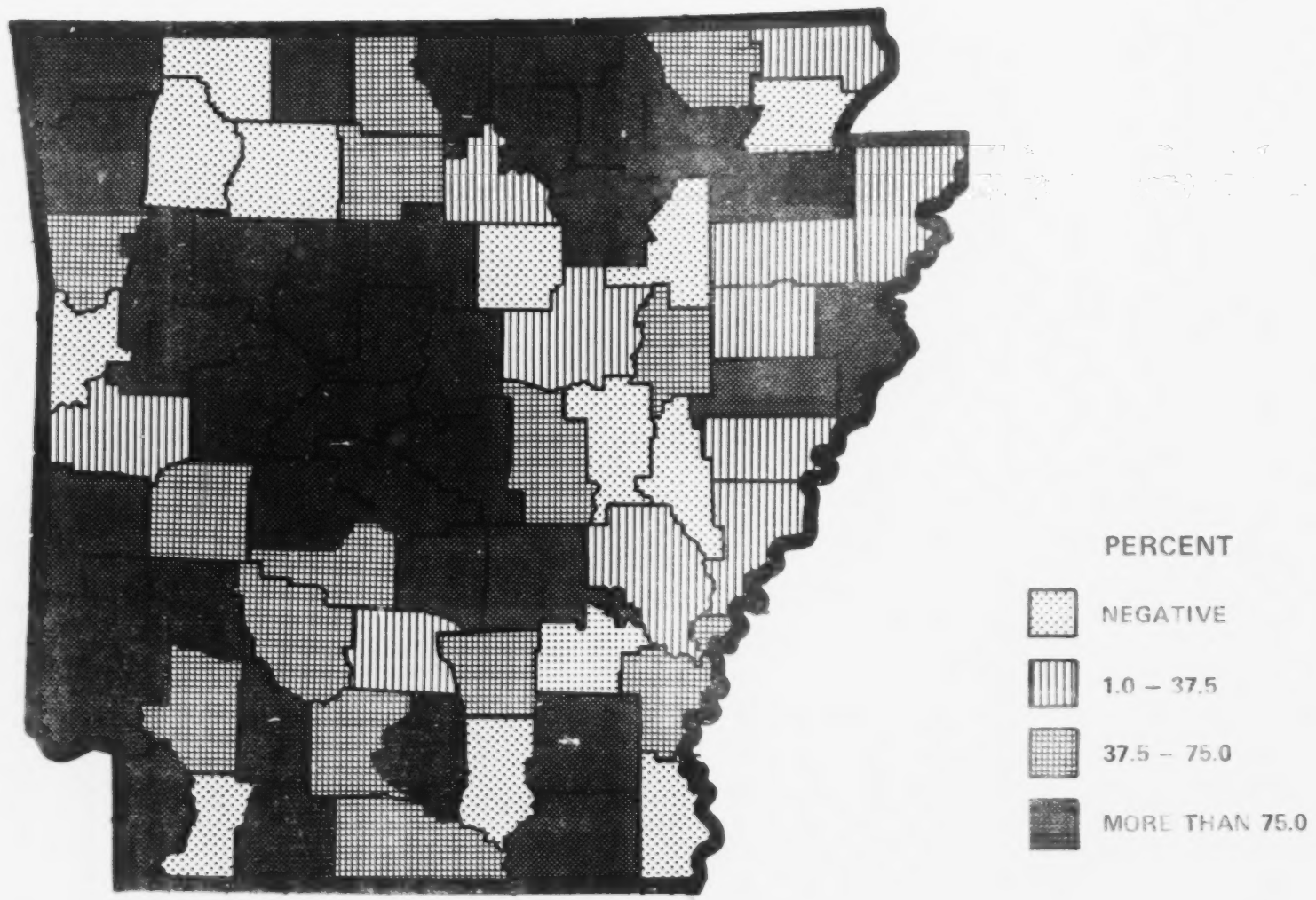
- NEGATIVE
- 1.0 – 37.5
- 37.5 – 75.0
- MORE THAN 75.0

SOURCE U. S. BUREAU OF THE CENSUS AND THE N. C. DEPARTMENT OF LABOR

Figure 13

165

CHANGE IN CIVILIAN EMPLOYMENT AS PERCENT OF CHANGE IN POTENTIAL POPULATION OF WORKING AGE IN ARKANSAS 1962–1967



SOURCE U.S. BUREAU OF THE CENSUS AND ARKANSAS DEPARTMENT OF LABOR

Figure 14

growing slowly in relation to the potential additions to its labor force. Although the data are fragmentary and do not cover as long a period as was used for North Carolina and Arkansas, they suggest that the distribution of growth in Nebraska during the 1960's is concentrated in a few growth centers. The pattern resembles the distribution of growth within North Carolina during the 1950's. Approximately two-thirds of the counties in the state continue to lose employment. Only seven counties generated more employment in relation to the additions to the indigenous labor force than the national average. (Figure 15.)

In spite of the fact that many rural counties are now experiencing more rapid growth in employment than they have for the past twenty to thirty years, some continue to experience decreases in economic activity. While the number of counties losing population was considerably reduced between 1960 and 1966 compared with the 1950's, the number that continue to experience net outmigration is large. (Figure 16.) By comparing the map of the population changes in the period 1960-66 (Figure 16.) with the map showing the generation of jobs in relation to the indigenous labor force (Figure 11.) one can see that the population has declined in states that are experiencing relatively slow growth in employment opportunities.

The migration from rural areas has been heavily weighted by young adults. Consequently, the residual population in many counties includes a high percentage of persons in the older age groups. In 1967 there were 345 counties in the United States in which there was a natural decrease in population resulting from an excess of deaths over births. (Figure 17.) It is estimated that the number of such counties may exceed 500 in 1970.[17]

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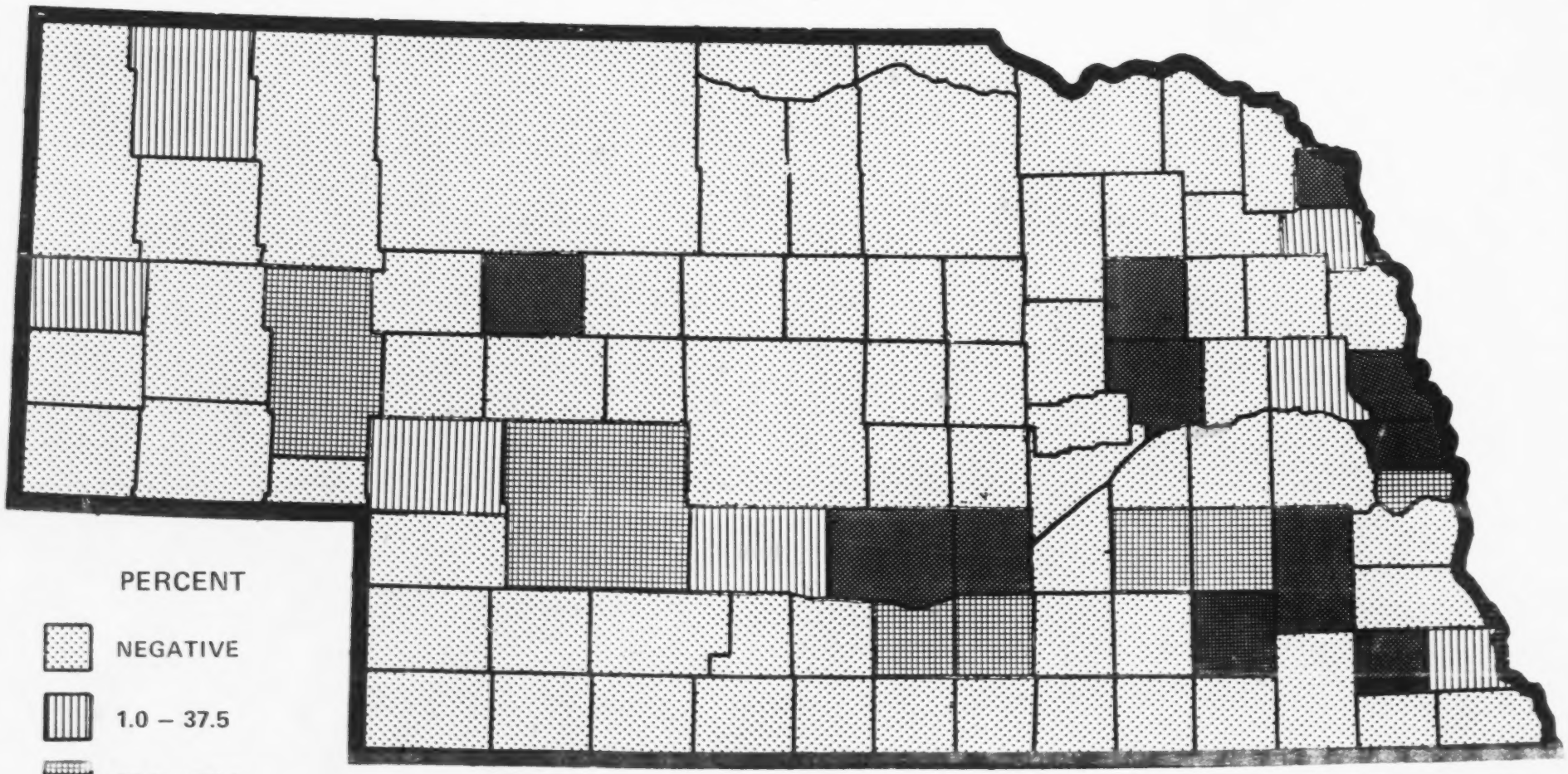
[17] ERS Report No. 436, op. cit., p. 38.

CHANGE IN CIVILIAN EMPLOYMENT AS PERCENT OF CHANGE IN POTENTIAL POPULATION OF WORKING AGE IN NEBRASKA 1962 – 1967



SOURCE: U.S. BUREAU OF THE CENSUS AND NEBRASKA DEPARTMENT OF LABOR

Figure 15

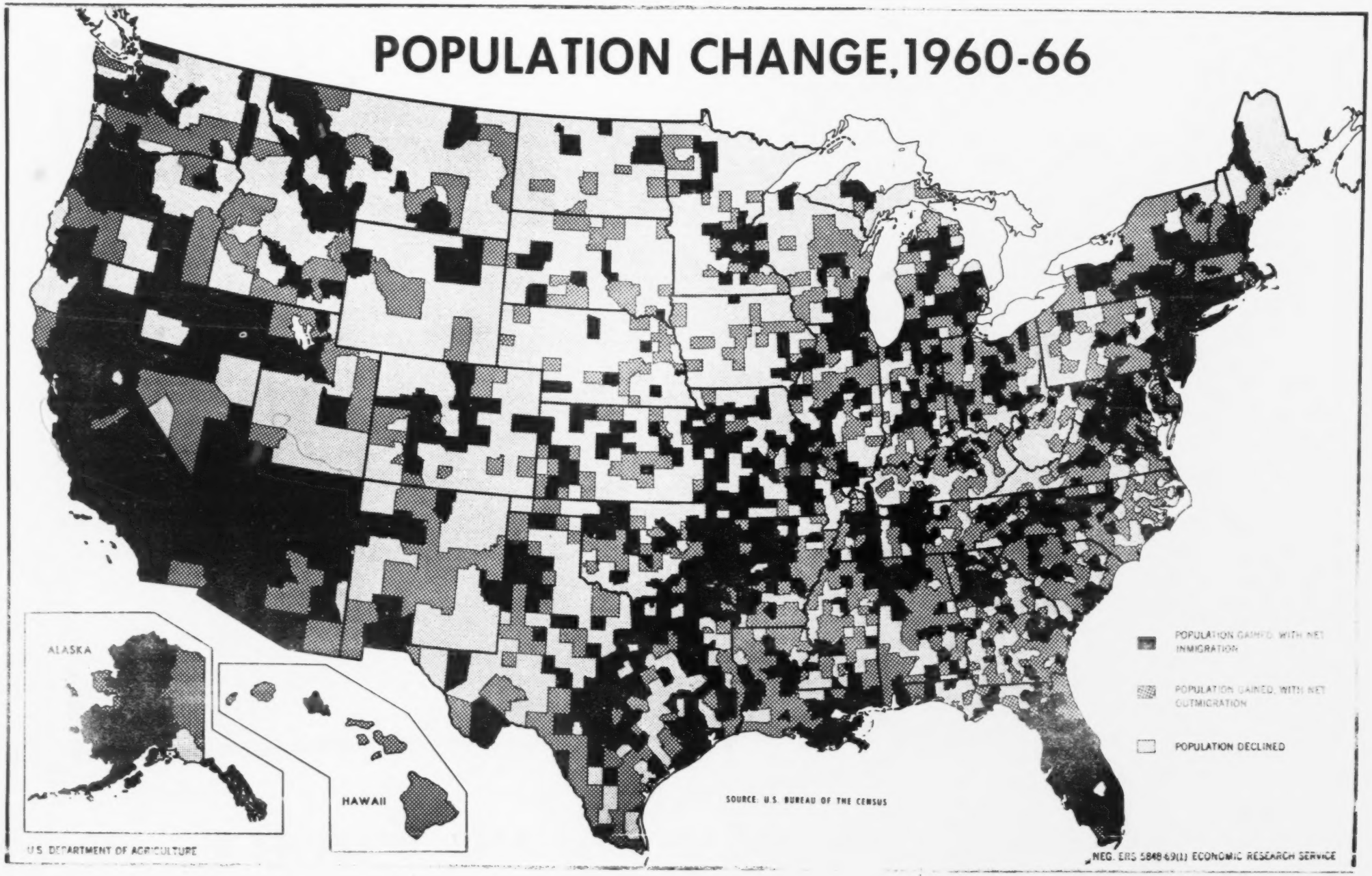

POPULATION CHANGE, 1960-66
ALASKA
HAWAII
POPULATION GAINED, WITH NET INMIGRATION
POPULATION GAINED, WITH NET OUTMIGRATION
POPULATION DECLINED
SOURCE: U.S. BUREAU OF THE CENSUS
U.S. DEPARTMENT OF AGRICULTURE
NEG. ERS 5848-69(1) ECONOMIC RESEARCH SERVICE

Figure 16

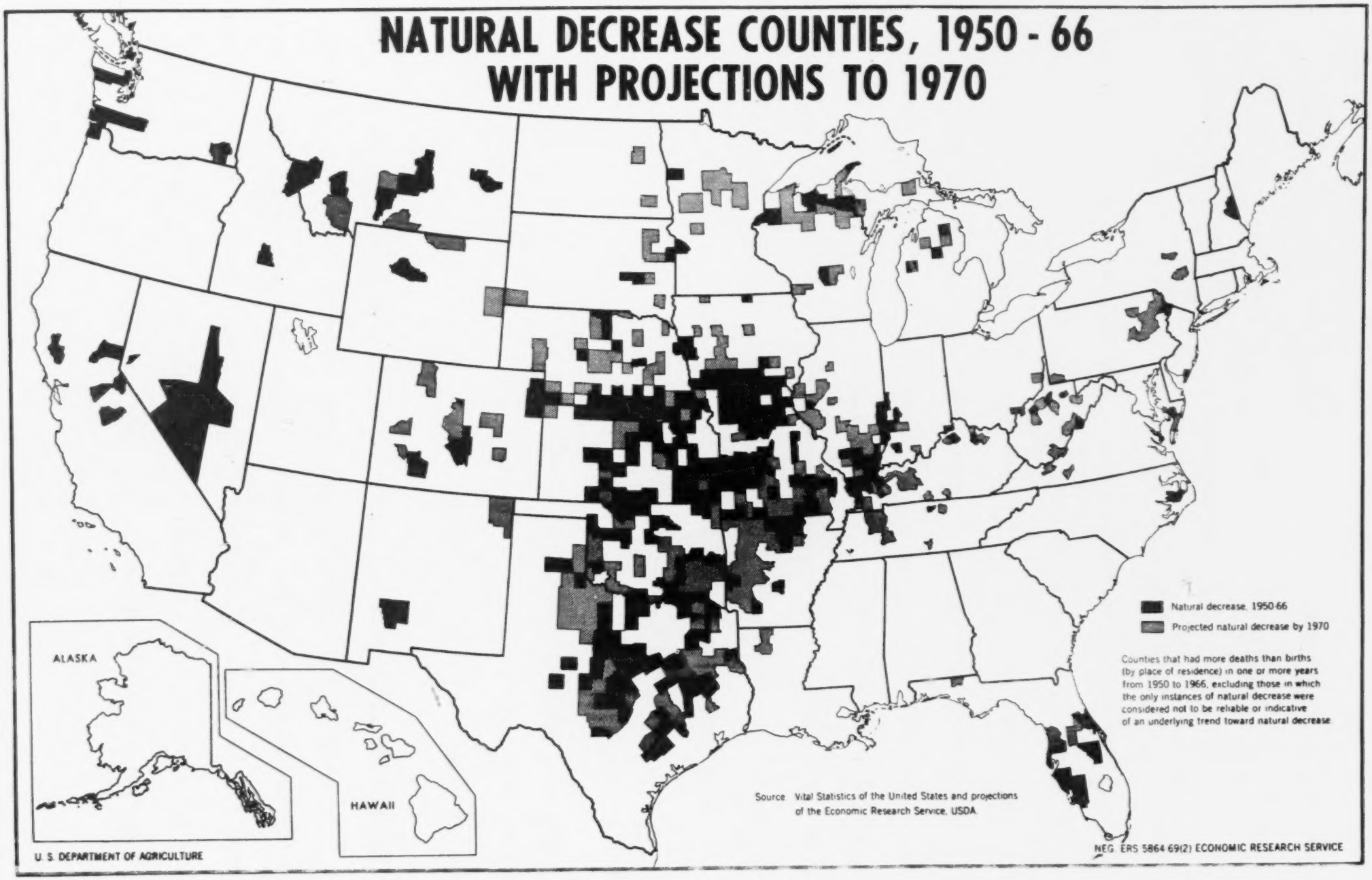

NATURAL DECREASE COUNTIES, 1950 - 66
WITH PROJECTIONS TO 1970
ALASKA
HAWAII
Natural decrease, 1950-66
Projected natural decrease by 1970
Counties that had more deaths than births (by place of residence) in one or more years from 1950 to 1966, excluding those in which the only instances of natural decrease were considered not to be reliable or indicative of an underlying trend toward natural decrease.
Source: Vital Statistics of the United States and projections of the Economic Research Service, USDA.
U. S. DEPARTMENT OF AGRICULTURE
NEG. ERS 5864 69(2) ECONOMIC RESEARCH SERVICE

Figure 17

Most of these counties are predominately rural and relatively isolated.

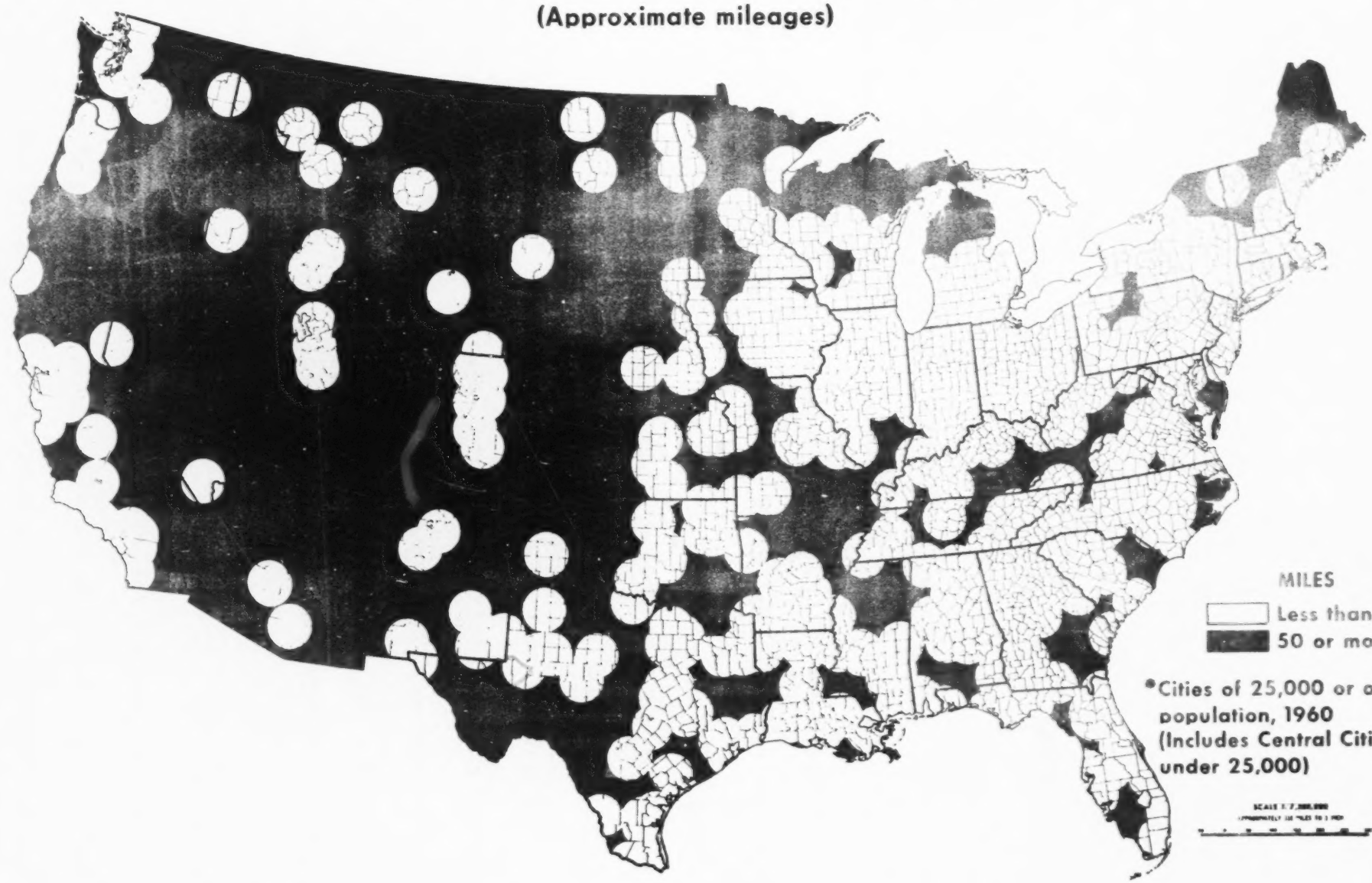
Although the non-metropolitan population in the United States is increasing, it is increasing more slowly than the metropolitan population. In 1968 thrity-six percent of the American people lived outside metropolitan areas. It should be emphasized, however, that only one-seventh of the non-metropolitan residents live on farms. The vast majority live in small cities and towns, or in rural nonfarm residences. Most of the rural residents living in the eastern half of the United States are within fifty miles, approximately one hour's driving time, of a city of 25,000 or more population. (Figure 18.) In fact, it is estimated that between eighty-five and ninety percent of the total population of the eastern half of the United States lives within fifty miles of a city with 25,000 or more population. Most of the cities of this size or larger are economically viable. Clearly, therefore, most of the people in the eastern half of the United States who live outside the major metropolitan areas live within commuting distance of cities in which employment is expanding. They also live within commuting distance of cities that could serve effectively as centers to provide the educational services, health services and other public services for the development and conservation of human resources.

Some Implications of Changes in Economic and Social Structure for Education

The economic structure and the growth of rural areas will continue to be affected importantly by technological changes and by changes in market phenomena in the future. The effects will be manifested by changes in the industry mix, occupational structure and in the spatial distribution of employment and population growth. The implications of these changes for our

GENERALIZED COMMUTING DISTANCES TO POPULATION CENTERS*

(Approximate mileages)



U.S. DEPARTMENT OF AGRICULTURE NEG. ERS. 3295-64 (10) ECONOMIC RESEARCH SERVICE

Figure 18

educational institutions have been dramatic in the past and they will continue to be so in the future. The nature of the structural changes that are likely to occur is apparent. The implications of these changes for educational institutions is less clear. What can, or should, be done and the consequences are not generally agreed upon.

Clearly, only a very small minority of the rural youth should enter the occupation of farming in the future. Only one of 7 rural youth now lives on farms. It was pointed out above that only one of 12 farm youth will have an opportunity to obtain a farm large enough to generate an adequate income for a family. Clearly, therefore, only a very small proportion of the youth living on farms should receive vocational training designed to produce operators of commercial farms. Furthermore, many of those who become commerical farmers also will engage in off-farm employment. One of each six operators of commerical farms now works off the farm 100 days or more per year, and ten percent of the commercial farm operators receive more income from off-farm work than they do from farming.

The vast majority of farm youth must find employment in occupations other than farming. Furthermore, the majority of farm youth are not likely to live in rural areas in the future. In like manner many of the youth who now live in the villages and towns in rural America will find that their communities will not be able to generate employment opportunities that fulfill their expectations. Consequently, many of them will live in urban centers in the future.

The implications for educational programs are quite clear. The vast majority of the farm youth and of the rural nonfarm youth need general education and occupational and vocational education that is comparable in quality

to that received by urban residents.

Historically, educational programs in rural areas have been oriented toward meeting what were presumed to be the special educational needs of rural people. These "special needs" were defined relative to anticipated occupational choices of rural youth. This paper has emphasized that Americans move freely between rural and urban residences, often changing occupations in the process. The great challenge of our educational institutions, therefore, is not to meet the "special educational needs" of any particular residence group, but to develop institutional forms that will provide residents of all residence groups with educational services comparable in quality and quantity.

Since such a high proportion of the rural youth are destined to migrate to urban centers and work in nonfarm occupations, it is imperative that a better job be done in occupational counseling and occupational preparation in order to rationalize migration. Although more emphasis must be placed upon nonagricultural vocational training in the rural areas, the training programs should provide for flexibility in occupational choice. In the past mistakes were made in training people for farming when farming opportunities were very limited. It could be equally wasteful to train people for specific nonagricultural occupations that will be adversely affected by technological changes of the future. Therefore, occupational testing and counseling programs in the public schools should be coordinated with the manpower outlook programs of the Employment Service. This becomes particularly important at the time of placement. The well established streams of migration in the nation suggest that, in the informal system now guiding migrants, the pattern of dissemination of information has a more

important effect on who migrates and where they go than the potential increase in earnings. The migration process will not be rationalized until a comprehensive nationwide manpower program is established.

The problem of developing institutional structures to make educational services available to the people is as important as developing the content of education programs. It is clear that many counties, villages and the people within them have been left behind by the technological and structural changes that have taken place in rural America. Many people are now confronted with the fact that their local governments cannot provide the schools, libraries, hospitals, roads and other social services of the quality desired. In short, the changes in industrial and population structures that have been brought about during the past few decades have undermined many local governments to the point that they are no longer able to provide the services needed.

We have made many attempts to accommodate to the structural changes, including the creation of area vocational schools, but little attention has been given to how the basic forces at work in our society are affecting the spatial distribution of population and economic activity, and particularly with reference to the ability of society to supply public services to the people concerned. One of the challenges confronting this workshop is to develop new ideas for meeting the occupational education needs of the 1970's. As this task is undertaken it should be kept clearly in mind that the rural and urban areas of the United States must be viewed as an entity. The technological and economic changes that have occurred during the past thirty years have rendered the rural-urban dichotomy virtually meaningless from the standpoint of economic and social organization. The educational

institutions and their programs must reflect this change in economic structure.

Sufficient attention in our society has not been given to the fact that production technology, industry mix, occupational structure, and the pattern of growth of employment and population are interrelated. Neither has sufficient attention been given to the fact that the costs of providing public services for society also are related to the nature of the growth and distribution of its population. The structural changes that have been brought about as a result of the adoption of new technology in our society are secondary changes made in an attempt to adjust to the new technology, and for the most part do not represent changes that were planned. We have not endeavored to develop technology consistent with any particular pattern of social and economic organization. Instead, we have sought to develop technology to provide the most efficient production of commodities, and have left the pattern of economic and social organization to be determined by the state of production technology. Perhaps it is time that we concerned ourselves with fundamental questions concerning the organization of society. What organization of society spatially and structurally would yield an efficient production of goods and services? How many cities does the nation need for efficient production of goods and services? What size should they be? Where should they be located? How should they be related in order to provide effective access to services? How can those living outside the cities obtain access to services that are comparable in quality to those provided urban residents? Until these questions receive due consideration, we shall continue to treat the problems of social and economic organization as secondary to the problems of organization for the production of goods.

APPENDIX C

A GUIDE TO
INNOVATION IN EDUCATION

by

Ronald G. Havelock

Center for Research on Utilization of Scientific Knowledge

Institute for Social Research

The University of Michigan

Ann Arbor, Michigan

1969

ERIC

PREFACE

The Steering Committee of the Rural Multiple Institute Program would like to express its profound appreciation to Dr. Ronald G. Havelock for his permission to use his excerpt from the draft of a forthcoming monograph. In making a decision regarding the amount of material to be selected for direct inclusion in the Institute Program, consideration was given both to time constraints and to the nature of the stimulation which the material would provide. These considerations dictated the selections which are presented here. Hopefully, the length is such that even within a tight schedule, time can be found to read and digest the presentation. Furthermore, by presenting only the introduction and case studies, we hope to stimulate individual effort and insight in pursuing the concepts which have been presented. Using this material, which elaborates the basic concepts of educational change and provides case studies of change agents involved in the innovative process, the reader should be able to work toward his own synthesis of a process of educational change.

When the final version of the monograph is published, copies of the complete publication will be made available to participants in the Institute. Thus, each participant should have the unique experience of being able to compare the product of his own insight with that of Dr. Havelock.

As a final note, the title page of this paper indicates that this revision of the monograph is not for quotation or circulation. We sincerely hope that Dr. Havelock's wishes will be honored in this respect.

Multiple Institute Steering Committee

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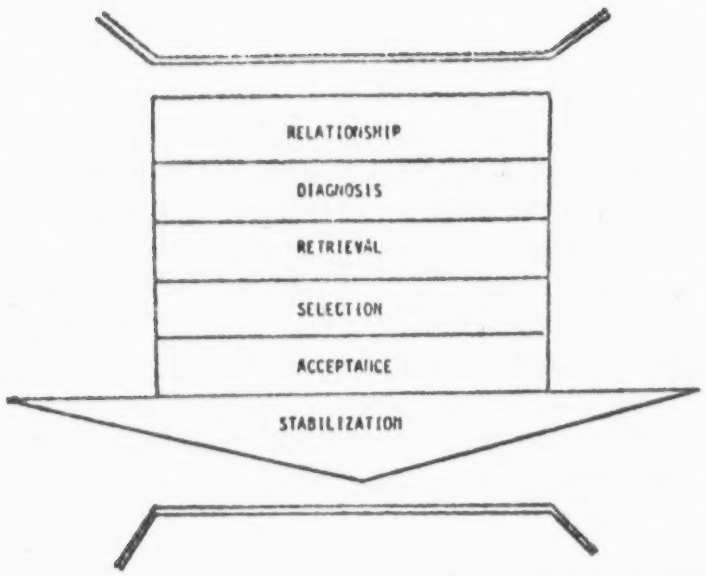
Mike: "Teacher Generated Change in a School System" . . .

Steve: "Systemwide Change Instigated by a Central Office Administrator" . . . . . .

Henry: "Systemic Change Initiated by a Change Agency" . . .



INTRODUCTION

There are many people in education who are trying to help school systems and individual teachers learn about new developments in administration, classroom management, curriculum, and teaching methods. These people who are bringing new tools and new ideas to their colleagues can properly be called the CHANGE AGENTS OF EDUCATION. This manual on the innovation process should be a useful guide for anyone who sees himself in such a role. It is designed for easy reference in the planning and day-to-day management of change.

WHY USE THIS BOOK?

No book provides all the answers, but books like this one can help in several ways. There are six major ways in which this manual may be useful to you. It can:

1. Provide a CONCEPTUAL ORIENTATION, a way to organize your thinking and planning about specific activities.
2. Give you ideas on WHAT THINGS TO LOOK FOR (including THINGS TO AVOID) in yourselves, in your clients, in your procedures.
3. Serve as a CHECKLIST - REMINDER on important aspects of the process which you might have forgotten or missed.
4. Direct you to important LITERATURE AND RESOURCE PERSONS AND ORGANIZATIONS who have something to say about specific issues you are dealing with today or will have to deal with tomorrow.
5. Provide guidelines for MEASUREMENT, EVALUATION and DIAGNOSIS of the problems which confront you and your clients.
6. Provide you with ideas about TACTICS and STRATEGIES that have been used successfully by others.

These six functions may not give you all you need to know about planned change. Certainly, they will not replace experience and sophisticated understanding of the process, but they should help.

HOW WAS IT MADE?

This manual COMBINES THE EXPERIENCE OF RESEARCHERS AND PRACTICING CHANGE AGENTS ON HOW INNOVATION COMES ABOUT. In preparing it, we identified and screened over 4,000 studies of innovation and knowledge utilization.* They were drawn not only from education, but also from agriculture, medicine, and other fields where the transfer from research to practice has been a main concern. From these writings and research reports we have brought together a summary analysis which lays out the principal facts about innovation. These facts should be relevant to educational change agents working at different organizational levels performing a variety of specific functions.

WHAT IS THE PROCESS OF INNOVATION?

In making this background review of the literature we found that "planned innovation" is a complex subject which can be analyzed from any number of angles. But in order to make this book readable, we decided to settle on one dimension - STAGES OF PLANNED INNOVATION - as the framework around which a coherent presentation could be organized.

We have selected STAGES of the process because we think that most change agents think of change in terms of specific projects in which they are involved, projects which have a defined beginning and an end and a sequential history. Each chapter corresponds broadly to a significant stage in the overall planning and installation of innovation (Figure 1). We believe that the focus of innovation planning has to be the user himself, his needs and his problems. Therefore, our orientation is PROBLEM SOLVING BY AND FOR THE USER THROUGH EFFECTIVE USE OF RESOURCES. We have defined six stages in this process as they might be seen from the perspective of the change agent.

We do not assume that every stage is necessarily a part of every innovative process. Nor do we assume that they always occur in this particular order. The different "stages" often occur simultaneously, and the final objective may be achieved by a process which seems rather muddled to the observer who is looking for a clear-cut developmental sequence. Nevertheless, these categories sum up what many have identified as the important steps in planning and administering change. Therefore, they should help you in formulating your own action model of the process.

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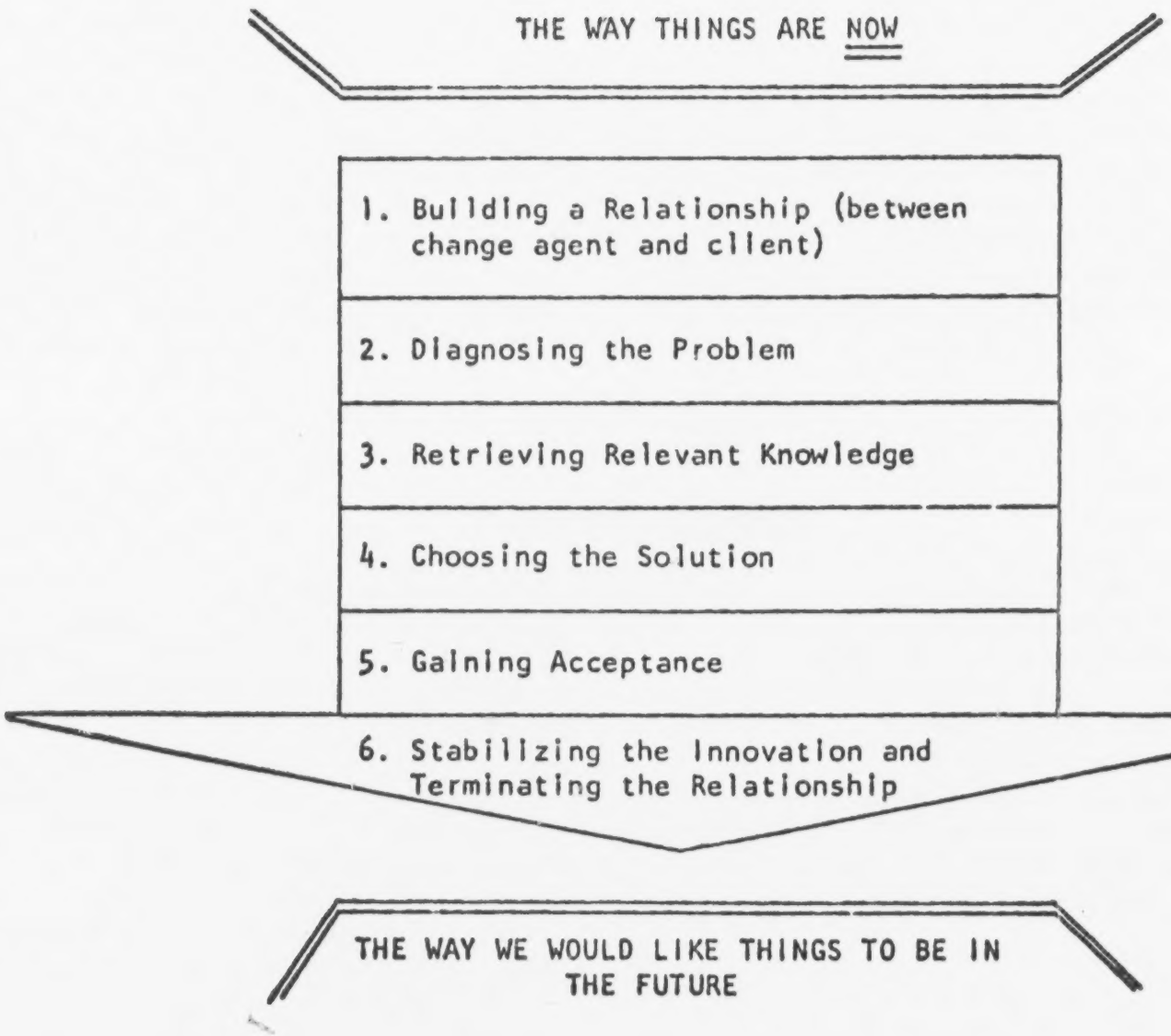
*For a thorough review and synthesis of this literature, see Havelock, Guskin, et al.

Figure 1: Stages of the Process: The Chapter Outline


THE WAY THINGS ARE NOW
1. Building a Relationship (between change agent and client)
2. Diagnosing the Problem
3. Retrieving Relevant Knowledge
4. Choosing the Solution
5. Gaining Acceptance
6. Stabilizing the Innovation and Terminating the Relationship
THE WAY WE WOULD LIKE THINGS TO BE IN THE FUTURE

HOW THE CHANGE AGENT WORKS: A CHAPTER OUTLINE	AN IDEAL EXAMPLE:
Stage I: RELATIONSHIP	
The first thing the successful change agent needs to develop is a viable relationship with the client system or a solid base within it. A secure and reasonably well delineated helping role is an essential place from which to start. Some readers may be able to take this for granted because they already have a good client relationship, but others will find important points to consider from a reading of our first chapter.	*Sam Davis is the newly appointed director of in-service training and special projects for the Highland Hills school district. Early in his tenure he learns that the McKinley school is notorious for teacher turnover, and, for this reason, he decides to work in that school as his first project. He attends several of the coffee hour/evaluation sessions in the school, where he chats with small groups of teachers and begins to become aware of their needs and interests; wherever he can he tries to develop their confidence in his ability to help them.*
Stage II: DIAGNOSIS	
Once established in the client system, the change agent must turn to the problem at hand. He must find out if the client is aware of his own needs and if the client has been able to articulate his needs as problem statements. Chapter Two discusses this topic from several angles.	*From interviewing and observing the classroom techniques of McKinley teachers Sam suspects that the team teaching method in use throughout his school system has been ineffective in this particular building. He finds evidence of a lack of cooperation within the teaching teams. Because many of these teachers were previously in self-contained classrooms, they have had a difficult time adjusting to this new method and, consequently, many feelings of anxiety and mistrust have arisen.*
Stage III: RETRIEVAL OF INFORMATION AND RESOURCES	
With a well defined problem, the client system needs to be able to identify and obtain resources relevant to solution. Chapter Three should give some good leads on how this information seeking can be carried out successfully.	*In order to help his teachers, Sam finds it necessary to learn more about the adjustment from the self-contained classroom to the teaching teams. He turns first to a colleague who has had longer experience with team teaching. This friend tells Sam about some articles that might be helpful and suggests an agency that he may contact for assistance in training teachers for group interaction.*

Stage IV: CHOOSING THE SOLUTION

With a problem and a lot of relevant information, the client needs to be able to derive implications, generate a range of alternatives, and settle upon a potential solution. Chapter Four discusses various aspects of this process.

From his retrieval of information, Sam learns that the unsuccessful attempts in team teaching result from misconceptions about the need for cooperation. He organizes a committee of teachers to discuss the research findings and the diagnosis. Together they decide that teachers require an educational program in the methods, goals, and values involved in team teaching.

Stage V: GAINING ACCEPTANCE

Even a good solution needs adaptation and needs to be reshaped to fit the special characteristics of the client. In Chapter Five, we consider how initial acceptance of innovations can be generated and how the client may be able to develop attitudes and behavior supportive of the innovation.

After considering the different ways in which this "innovation," the proposed educational program, can be introduced to other teachers, Sam and his committee decide that a "workshop" plan would be most efficient. This plan can be designed to interfere very little with regular classroom teaching time and, in the long run, its advantages would offset the cost of its operation. Sam arranges for substitute teachers to reduce the load of the regular staff while they are participating in the workshop. He also makes sure that they get personal recognition and credit for their innovativeness.

Stage VI: STABILIZATION AND TERMINATION

Finally, the client needs to develop an internal capability to maintain the innovation and continue appropriate use without outside help. This stabilization process allows the gradual termination of the relationship with the change agent so that the latter can move on to other projects, other problems, and other clients.

Using this experience as a model, Sam shows the teachers how they can be their own change agents by building an internal capacity for diagnosis, retrieval, and problem solving. When the teachers commit themselves to try this approach with another issue which has come up, Sam leaves them alone to work on it, but comes to the school as a consultant when they ask him. Gradually he moves on to other projects in other parts of the system, knowing that a self-renewal capacity has begun to emerge in McKinley school.

DEFINING YOUR OWN ROLE:

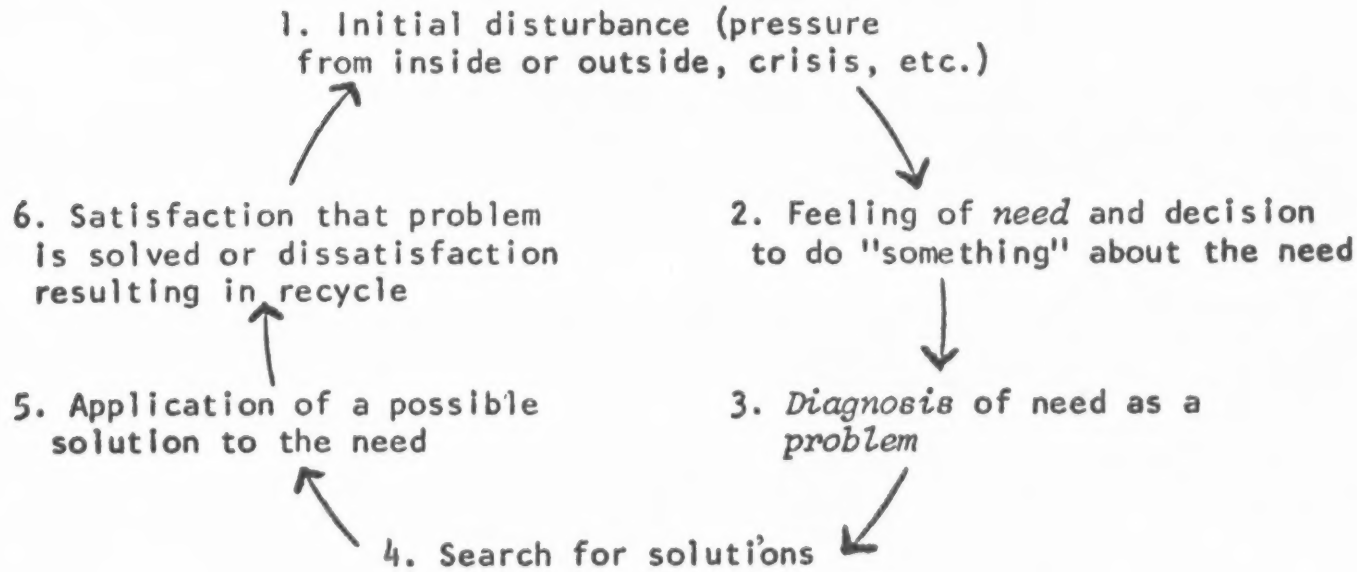
This manual is written from the point of view of the "Change Agent," the person who is trying to help others by: (a) conveying new ideas to them, (b) consulting with them on problem-solving, (c) getting them to diagnose their own needs, and (d) retrieving knowledge to fit those needs. Someone who fills this role may have any of a number of job titles. In the box below, we try to suggest some of the typical designations which we might find for the change agent in the field of education.

Some Examples of People Who Might Act as Change Agents in Education

Curriculum Coordinators
Directors or Coordinators of Federal Programs
State Department Curriculum Consultants
Regional Laboratory Dissemination Staff
Continuing Education and Extension Instructors
Salesmen of Educational Products and Publications
Superintendents and Other Administrators (at least part of the time)
Teachers (at least part of the time)
Counselors (at least part of the time)
Board of Education Members (at least part of the time)

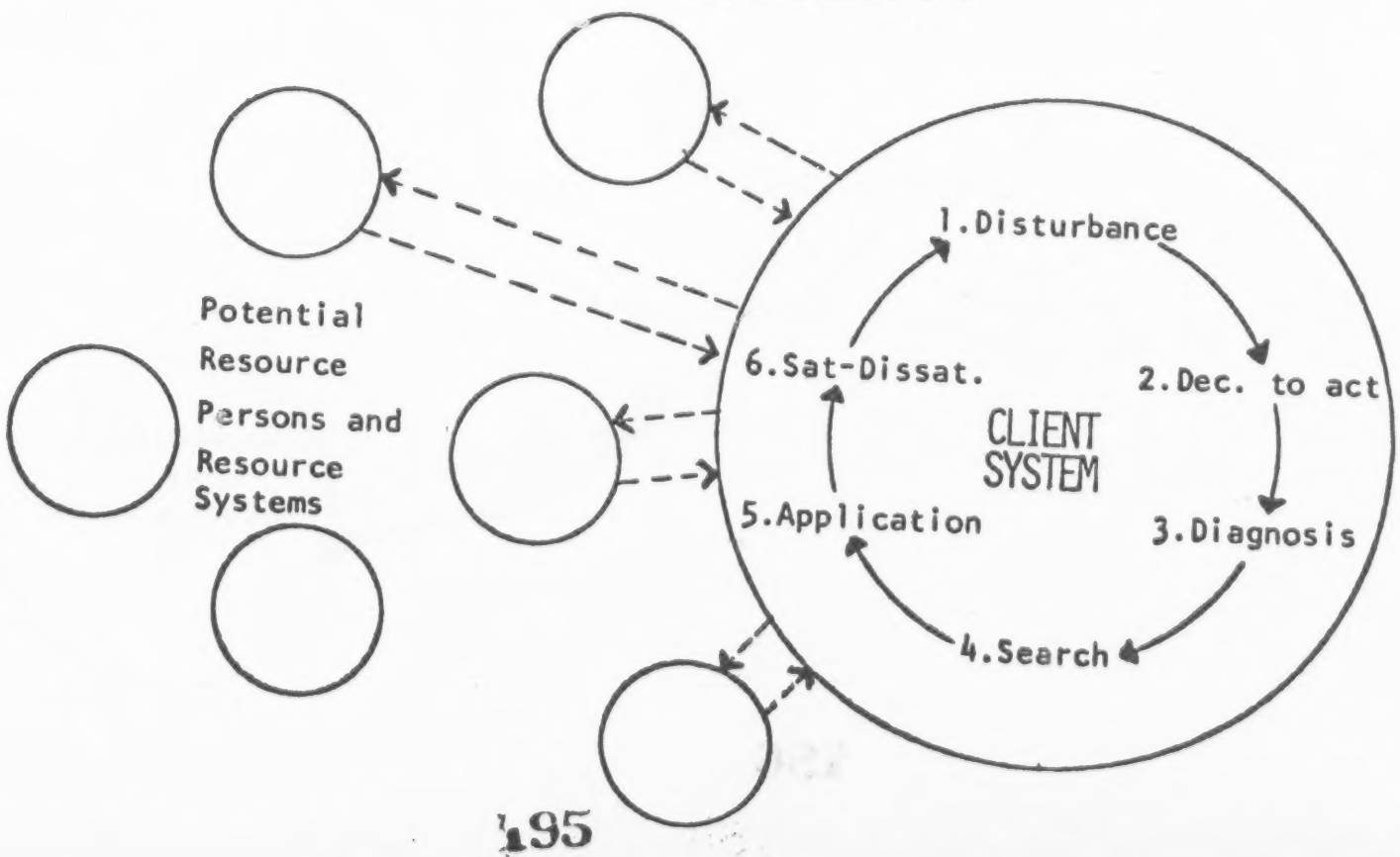
Before considering what your role is with respect to your client, you might imagine how a client "innovates" without you. Every person, every group, and every social organization has some sort of problem-solving process in order to survive in a changing world. This does not mean that everyone has an *effective* problem-solving process and it does not mean that each person really innovates when he has a problem. Usually his process is ineffective and muddled and does not provide the best solutions to the most relevant needs. Nevertheless, everybody has some sort of problem-solving process which could be represented as a cycle (see Figure 2), starting with a disturbance or "pressure" of some sort and concluding with some activity which attempts to lessen the disturbance.

Figure 2: A Problem-Solving Process of a Typical Client System


1. Initial disturbance (pressure from inside or outside, crisis, etc.)
2. Feeling of *need* and decision to do "something" about the need
3. *Diagnosis* of need as a *problem*
4. Search for solutions
5. Application of a possible solution to the need
6. Satisfaction that problem is solved or dissatisfaction resulting in recycle

If we now step back and look at this problem-solving client in his social context, we begin to see where the change agent might fit in (Figure 3).

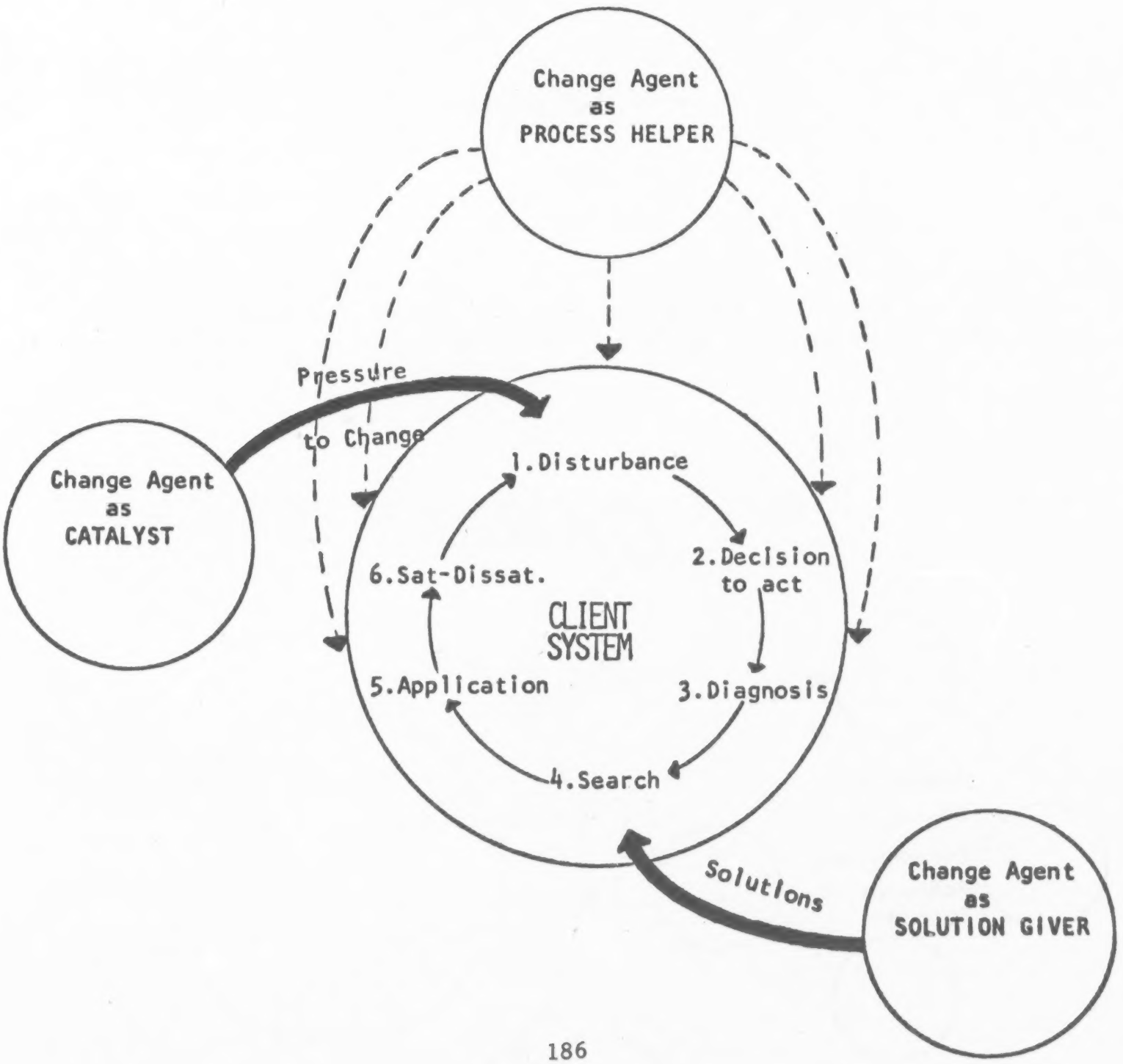
Figure 3: The Client Can Seek and Receive Help from Countless Outside Sources



You may be able to help him in some way with his problem solving. THERE ARE <u>THREE</u> PRIMARY WAYS YOU CAN ACT AS A CHANGE AGENT. YOU CAN BE:

1. A CATALYST
2. A SOLUTION GIVER
3. A PROCESS HELPER

Figure 4: <u>Three Ways to be a Change Agent</u>



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1. The Change Agent as CATALYST

Most of the time most people do not want change; they want to keep things the way they are even when outsiders know that change is required. For that reason some change agents are needed just to overcome this inertia, to prod and pressure the system to be less complacent, and to start working on its serious problems. In education today this role is often taken by students, concerned parents, or school board members. They do not necessarily have the answers, but they are dissatisfied with things the way they are. By making their dissatisfaction known and by upsetting the "status quo," they energize the problem-solving process; they get things started.

2. The Change Agent as SOLUTION GIVER

Many people who want to bring about change have definite ideas about what the change should be; they have solutions and they would like to have others adopt those solutions. However, being an effective solution giver involves more than simply having a solution. You have to know when and how to offer it and you have to know enough about it to help the client adapt it to his needs.

3. The Change Agent as PROCESS HELPER

Probably the most important change agent role is that of helper on the processes of problem solving and innovating. That is what this book is all about. It tells you HOW change comes about in individuals and organizations. Because most clients are not experts on the "HOW TO" of change, they can really be helped by people who are skilled in the various stages of problem solving. The process helper can provide valuable assistance in:

(a) showing the client how to define needs
(b) showing the client how to diagnose problems and set objectives
(c) showing the client how to retrieve relevant resources and how to link with potential resource persons
(d) showing the client how to select or create solutions
(e) showing the client how to adapt and install solutions
(f) showing the client how to evaluate solutions to determine if they are satisfying his needs.

Finally, in defining <u>your own role</u>, keep in mind these four points:

1. <u>The three primary change agent roles are not mutually exclusive.</u> Some change agents can be catalysts, solution givers, and process helpers at the same time. Furthermore, knowing how to be effective in one role will help you be effective in the others.

2. You can be an effective change agent either as an insider or an outsider. Sometimes outsiders see things more objectively and they are usually more free to work in a variety of ways with different members of the client system. But insiders are effective, too, in different ways. As an insider you are more familiar with the system and you feel its problems more deeply; you are also a familiar face and a "known quantity." Sometimes change agents have to be insiders.

3. You can be "line" or "staff." Sometimes it helps to be in a formal position of authority as leader or supervisor to bring about change in a group. Most research studies show that the administrator is the most important gatekeeper to change. He sets the tone, opens the doors, and provides the support (psychological and material) even when he is not the change agent in a formal sense. The more he knows about the process of change, the better. On the other hand, a "staff" man can be equally effective and sometimes can provide help-without-threat that is difficult to get from a superior.

4. Lastly, you can be an effective change agent working from above or below. It is much harder to work from below and to bring about change when you do not have formal power, but it can be done. The first step is, once again, understanding the process, the points of leverage, the most efficient channels, the best times, places, and circumstances.

ORGANIZATION OF THE TEXT:

Part One: Case Studies of Change Agents in Action.
Examples of actual innovative projects in school settings. These cases help illustrate the "do's" and "do not's" of the process.

Part Two: The Stages of Planned Change.
The major text of the manual with quotes from prominent authors and reference to the case examples.

Part Three: Supplementary Resource Information.

1. Common change strategies and tactics.
2. Major information sources in education.
3. A guide to the literature on planning of change in education.

PART ONE:

CASE STUDIES OF CHANGE AGENTS IN ACTION

This first section of the handbook is devoted to the stories of four actual change agents and the innovations they introduced. The people who filled the role of 'change agent' in these case studies represent a wide range of educational roles: *student, teacher, administrator,* and *outside consultant.* Each has a unique perspective on innovation and on the client system with whom he is working. Nevertheless, the experiences of these four people and their clients will probably sound familiar to most readers.

These case studies are included as illustrations of what 'innovation in education' <u>really</u> looks like. For example, change agents' efforts are <u>not</u> always successful. Moreover, sometimes they are successful in ways that the change agent did not intend. It is hoped that the case studies will serve as models for applying the information in this handbook to actual change attempts in school settings. For this purpose, we have superimposed a stage-like structure on the narration of the cases; italicized paragraph headings are inserted to indicate progress through stages in the change process. Also, in the text of "PART TWO: The Stages of Planned Change," reference is frequently made to relevant points from the case studies. These comments appear in boxes adjacent to the text of that section.

LINDA

CASE EXAMPLE: CURRICULUM CHANGE STIMULATED BY A STUDENT

Linda's story is an example of a change (specifically, the addition of "black studies" to a high school curriculum) in which student demand apparently played an influential, though informal, role. This case study also raises questions which have been all too common to innovations which are initiated in response to client demand, i.e., the lack of an adequate means of incorporating the clients' specific requests in the actual decision-making for implementation. The story of this innovation is related by the change agent's mother--who is a professional change agent in one of the Regional Educational Laboratories.

Stages II and IV: Diagnosis and Choosing the Solution

"My daughter, Linda, who is in the ninth grade is a 'flaming radical'. About a year ago she came up with the idea that the kids who really need to learn about black history were not necessarily the blacks, but rather the white kids who live in the suburban neighborhoods. She figured out that the blacks were going to force that change for themselves, but who was going to initiate "black studies" in the schools of a middle class white suburb? As a student she wanted to take such a course in high school, so she decided to take it upon herself to try to get it into the curriculum in our system.

"Let me begin by telling you a little about the situation in our community when she began to attempt this change. We live in a very conservative state. Some areas have integrated their schools only within the past two years. Our particular area has a fairly cosmopolitan population, although a number of residents have recently come from the South; a number of people work on the factory assembly line; and many expressed extremely conservative political views in the recent election. Our community is multi-racial, though I would not say that we are actually 'integrated': only one black family lives in the area served by Linda's junior high school. Of the three junior highs and two senior high schools in our district, more than a token number of black students are found in only one of the junior highs and one of the senior highs. There has been a significant amount of tension and several racial incidents in that one high school, so our superintendent felt that some sort of action was needed in response to the black students' problems. Initially this response took the form of restrictions on student extra-curricular programs.

"Because the new regulations concern a very salient aspect of the students' lifes, much of their activism recently has focus on effecting a 'change' in these rules. I don't think that even the black students have ever pushed a

black history course. There was a rumor that one of the high school teachers voluntarily started teaching a black studies class and the other teachers managed to have him resign. In talking to one black high school student I learned that there was, to the best of his knowledge, no such course at the present time.

"Of course, when Linda first began her campaign she had a lot of questions: Was there any course in the present high school curriculum which in any way resembled 'black studies'? What kind of black studies should she push for?... 'Negro history in the United States'? ...'African studies'? ...a section in the 'world civilization' course? Where was the power located in the school system to implement or to reject such a course? The answers she found to these questions seem to me to relate a most interesting tale.

Stage III: Retrieving Relevant Resources

"I introduced Linda to a black fellow who was a student at the university in our town. He talked with her about some of the needs for a course in black studies. He helped her get an appointment with a sociology professor who was interested in the subject and he also told her of an education professor who might help. She made an appointment to see that professor herself. Throughout all of this I was amazed at the marvelous cooperation these people gave and the interest they took in helping a thirteen-year old. ...And they were very helpful. Through her discussions with them, she came to feel that the most relevant kind of course would be one that emphasized the cultural development of the blacks, from their African origins through the varied American experience. The education professor even offered his services--contingent upon my daughter's success in selling the course to her school system--to develop and conduct the in-service teacher training sessions needed for adding black studies to the curriculum.

"They identified for her several books and articles that would be appropriate for a high school level study of black history. She found only one of these catalogued in the university library which confirmed her fears about the paucity of written material available locally. The professors assured her that it would not be difficult to obtain other good materials, but they did express concern over getting school officials to authorize their use, for these books were not the traditional genre of classroom reading material.

Stages I and III: Establishing a Relationship and Retrieving Relevant Resources

"Her information-seeking discussions with administrators of the school system were just as revealing but not as productive. She talked first with the principal and guidance counselor of her junior high school. They didn't know whether such a course existed or where one might go to find out, perhaps because they were not directly involved in the high school curriculum. However, after three months of her badgering them, they finally located an official copy of the course descriptions for the schools' curricula, so that Linda could read for herself whether or not black studies were covered in the existing program.

"Linda felt there was a potential opportunity for black studies in the 'world civilization' course since 'sub-Sahara Africa' was listed as one of the topics. She contacted a 'world civilization' teacher in the high school that she will be attending to find out how much emphasis was currently being given to studying sub-Sahara Africa and if the unit could be developed into a 'black history' section. The response she got was hardly encouraging: 'The world is too big and we've got to cover the ancient Egyptians and the...', you know.

"Because she seemed to be getting nowhere with the school administration, Linda then tried to rally her fellow students to bring pressure on the system. I must admit she was not very successful. She and several other ninth graders took petitions to the two high schools and tried to conduct organizational meetings, but only 20 students showed up. It was at this point that Linda and the rest of the small group of her friends really gave up the battle. They didn't seem to be making any headway in selling their "clients" on this innovation. Perhaps I am making excuses for them, but it did seem that they had an impossible task; they were also trying to keep up with full study schedules.

Stage V: Gaining Acceptance

"What happened next was a rather surprising turn of events. The school system has a curriculum development committee that consults regularly with the university staff. The education professor with whom Linda has spoken had apparently been putting a bee in the bonnet of a colleague who was one of these consultants. At this man's urging, the curriculum committee had become a proponent of 'black studies'. Also, the time finally seemed ripe: several further confrontations had occurred between black and white high school students; and a new, more progressive superintendent of schools had recently taken office.

"With the superintendent's blessing, the curriculum development committee set about to design the course: "The Study of the American Negro." During the first year, classes will be limited to eleventh and twelfth graders, and one third to one half of the course will be spent on current events. Also, the course is to be an 'elective' that students can take after fulfilling their American history requirements, if they have the appropriate time slot free. The administration has stated that the black studies program will be extended to K through 12 'as soon as other qualified teachers are found or trained'.

Stage VI: Stabilization

"My daughter and her cohorts were happy that at least something had been done about a black studies program. However, the specific program that was set up was not exactly what the kids had in mind. Linda had hoped that the course would be given equal status with all other history courses and that it would be available to all students at any grade level. For the time-being

their zeal for further change has been quieted by the administration's compromise offering. Nevertheless, they are already excitedly planning what they'd like to have in the course when they become eligible to take it in a year or two. I only hope that the program will then be flexible enough to rise to the needs of these kids."

MIKE

CASE EXAMPLE: TEACHER-GENERATED CHANGE IN A SCHOOL SYSTEM

Mike's case is an illustration of change that originated from within the teaching staff of a school system and, thus, serves to illuminate the unique characteristics of such 'grass roots' innovations. Coincidentally, it happens to be the story of the introduction of sex education into the schools' curriculum. As such, Mike's story also has many of the ingredients typical of the nationwide controversy over this particular innovation.

Stages I & II: Building a Relationship and Diagnosis

"Six years ago, after completing my military obligations, I became a junior high physical science teacher in a city of about 100,000. I found the students there very rewarding to work with, but I also found that many of them were coming to me with what were, to them, tremendous problems. I was able to identify these problems for them at time, and yet I could see a need for something with a little more depth and a little more structure. At the regular weekly meetings of the science teachers in the school with the science consultant for our district, I began to bring up the need for some kind of course, or some innovation within established courses, that would allow these young people to talk about their personal lives.

"The science consultant was sympathetic, and together we reviewed the courses currently available to see if any provided an opportunity for students to express and try to solve their problems. We found that a summer school enrichment program which had recently been introduced into the high school included a course in psychology where there was opportunity for some discussion of personal issues. In the regular school curriculum, however, the only courses which could be considered to be in this area were the 8th and 9th grade health classes where human sexuality was considered, but which segregated the boys from the girls.

"Many of the teachers felt that these few courses fell far short of offering the students an opportunity to discuss in the classroom the kind of problems which were concerning them. We were convinced that a need for a new course existed, and we started to explore the issue with the other members of the school system. The science consultant obtained permission from the superintendent of the school district to get started on a project which would lead eventually to the introduction of some kind of "human sexuality" course into all the junior high schools of the district.

Stages III & IV: Retrieving Relevant Resources and Choosing a Solution

"The science consultant organized a team of teachers and administrators from all the schools in the district to work on this stage of the project.

After preliminary discussions among the team members, people from SIECUS (Sex Information and Education Council of the United States) were called in to discuss with us how we should go about setting up such a class. In addition, we contacted people from other communities which had adopted similar courses and they helped us outline a realistic program that involved teachers and enlisted community support. They also told us where we could go for information in planning the content of the proposed course.

"After about six months of such discussions and information gathering, all the team members had a good general idea of what would be involved in setting up our course. What we felt we needed at this point, however, was someone working directly with us who had had personal experience in running a course of this type. We discussed the possibility of hiring an experienced teacher of sex education to work with us on the team and to set up a pilot course in our schools. In the end we decided against this, partly because we felt that we wanted to work out the course content ourselves. But in addition to this, we felt that the hiring of someone specifically for this purpose might cause a stir in the community and a lot of questions would be raised before we were ready to answer them.

Stage V: Gaining Acceptance

"We decided, therefore, that we would gain the necessary first-hand experience by having one of our team members run a pilot project in one of the existing courses. By so doing we not only expected to gain some experience, but we also anticipated being able to sample the opinions of the students and their parents. We felt that if such a project were a success, this would be a valuable start in enlisting community support since we could present the citizens with the example of a course run by one of their own teachers in their own school system.

"I volunteered to conduct the pilot project since I felt there would be no problem working it into the science courses which I was teaching at that time. My objective was to aid the students in developing their ability to use logical reasoning to make responsible value judgments about social issues which affect them personally. Thus, I planned to investigate not just sexuality, but also other topics related to both the social area and science; e.g., the use of drugs and alcohol. I planned my pilot project with members of the social science department of the state university, and with their help I dug up information from the city library, our state department of education, the U.S. Office of Education, and SIECUS.

"In order to carry out the experimental aspect of this pilot project, I matched my three science classes which would receive the new course material, against three "control" classes which were being taught by other teachers. I must say it was the most rewarding experience I've ever had in my life.

"I administered an attitude test before and after the 9-week unit to all six classes--my three sections and the three control classes. There were significant differences between the experimental and control groups, but in some of the concepts the results were a little different than we had anticipated. The results showed that, as a result of the course, students had

liberalized their thinking on the issues of sex and drugs and that their value judgments were grounded in a more humanistic foundation.

"When I reported the experience and findings from the pilot course to the project team, the project really got under way. The pilot project confirmed our observation that the students would welcome such programs. Although I did not make a formal survey of parents' reactions, I tried to feel them out when I talked to them at PTA meetings and in individual conferences. I was elated to find that all their comments were favorable.

"We felt that the course we were planning should not be introduced solely at the junior high school level, but rather that it would be important to have courses at all levels, K through 12. Approval for this expanded plan was obtained from the superintendent, and our project team was increased to include teachers from the elementary and high schools in the district, in addition to the junior high teachers who were already on the team.

"My pilot project also demonstrated one other important point, that those who would actually be involved in teaching these classes would have to be well prepared. I had found the students able to handle a large amount and variety of materials, and as a result of this experience, our project team decided to send at least one teacher from every school building to a workshop at the university in order to develop pilot courses.

"Looking back, I can now see that one real problem which we had within the school system was the method of selecting the teachers who headed the program for each school; the principals appointed teachers who seemed to be working in this general area. That is, they tended to appoint home economics, biology or health teachers, rather than selecting teachers who were able to establish good relationships with the kids. Despite this problem, I still give these teachers credit for being highly involved in the project. Everything continued to go smoothly within the school system.

"Our efforts to build community support also seemed to be going well: We prepared slide shows to illustrate the materials that would be used in the course; we gave talks to PTA groups; and we held a series of community meetings to discuss the program. All of this continued over a period of a year. The feedback we were getting by the end of that period indicated that the vast majority of our citizenry was interested in the program and was very complimentary about any work that had already gone into it.

"However, we should have been forewarned by the experiences with community antagonism which had been related to us by school personnel in districts which had established similar programs. If we had, we would have been prepared for what happened during the last part of the year in which we discussed the program with the community. At one meeting questions were raised about how we were going to teach Judeo-Christian ethics. Our spokesman stated that 'We can't teach morals', and 'BOOM!' the lid flew off. I think that we had clarified our goal of teaching the young people how to make 'responsible value judgments', this would have helped. This was still our goal, and we felt it was a reasonable one to strive for in a program which would cover the grades

K through 12. However, because of the rather puzzling findings which I had obtained in my pilot project (that attitudes toward marijuana, etc. became more favorable), we had been intentionally sliding over this issue in our discussions with the public.

"Nevertheless, it was the statement that 'we would not teach morals' that was picked up. Various extremist groups got ahold of it. A paper was published by some of these people which was rather inflammatory in its attack on the program we were proposing. About six people started coming to our community meetings and expressing very hostile attitudes. They seemed terribly adept at twisting everything we said to make the whole program sound immoral; they asked questions and made insinuations which planted doubts in the minds of other citizens. From these six people the opposition to the program began to spread. Most of the opposition came from rural areas around our city and about 90 per cent of the opposition was not even in our school district, but they did have control over some media, and they could get their word out and spread it. They put enough doubts in the minds of others so that it became clear to us that we could not go ahead on schedule and introduce the pilot courses in the schools.

"Having the program suspended right at the moment that it was to be introduced was quite a let-down to those involved in planning it, but fortunately the program was not blocked entirely. We reassessed the situation and settled on two methods of handling the opposition. First, we were very fortunate in having developed over a period of time the support of a diverse group of people from churches, government, schools, and various civic organizations in the community. These people have now formed a committee to get public support. It will be a tremendous relief to us because we got to the point where we were using up all our time and energy trying to sell the program to the public. More important though, I think these people will have a greater influence with the citizens than we have had. This gives us a chance to proceed with the other aspect of our plan for overcoming public opposition. We have decided to work out the curriculum for all the course units for every classroom period in all the grades, K through 12. Then we will go back to the community with the full program on paper, and they can take a shot at it. If they do not like something, we can change it; but we must have their support.

"If we could start all over again on this project, one thing I would change would be the time to bring the project to the community. We waited over a year before introducing the program, and this did not give us time to explain the plan and to overcome the resistance. We should have started community meetings sooner. On the other hand, I think there might also have been a problem if we had approached the community very early in the process. We were in a strong position and knew what we were talking about when we began to talk. I had run my pilot course and the parents of the kids involved could already see that their youngsters had benefitted. We felt we had succeeded in convincing many people in the community that our program would be a good one; and when the last opposition is overcome and the community approves our class materials, I know we're going to have a strong and exciting program."

STEVE

CASE EXAMPLE: SYSTEMWIDE CHANGE INSTIGATED BY A CENTRAL OFFICE ADMINISTRATOR

The following example relates the experience of Steve, a forty-two year old central office administrator, as he and other members of his school system tried to institute an in-service training program in human relations. It highlights many of the issues and pressures which impinge on the local school administrator who takes on the role of change agent in his own system, but it also contains elements common to all change attempts regardless of who their initiator is.

"Several years ago my school district had an opportunity to develop and try out a program that we hoped would help us build the quality of 'innovativeness' into our system. In this program, which was funded as a project under Title III of E.S.E.A., we tried to set up training workshops in human relations skills for school personnel and other relevant people from the community. These workshops were operated with the collaborative effort of trained staff from our system and personnel from our state's affiliate of NTL (National Training Laboratories).*

"Let me begin by telling you what our formal goals were for the project. Then I'll fill you in on the background leading to this project and some of the things that happened when we got into it.

"Our primary goal was to develop a strategy that would provide continued support for educational innovations. Hopefully, this strategy would enhance pupil motivation to learn and enhance peer group relationships and support for mental health. We also wanted to build linkages between various groups, individuals, and resources both inside and outside the school system. We were concerned with the skills of problem-solving and with the technique of collaboration with all members of a system, from administrators all the way down to the students and custodians. We also wanted to institute a method for gaining evaluative feedback and self-criticism for self-improvement. In short, what we really wanted was to have our staff become involved in HOW they were performing their assigned duties.

Stages I and II: Building a Relationship and Diagnosis

"When I came to this school system four years ago as Director of Adult Education, I could see that there appeared to be a lot of inbreeding in the faculty. The roots of tradition seemed to be very deep and there was little

*The NTL Institute for the Applied Behavioral Sciences was formerly associated with the National Education Association.

effort being made to bring about the changes that would make for a better learning situation for the kids. After participating in only one sensitivity training lab, I felt I profited greatly.

Stage IV: Choosing a Solution

"When Title III became available, our system decided that we would like to take advantage of its funds to develop an in-service training program for our staff. I was convinced that the way to go was through sensitivity training because I had seen how helpful it could be.

"We set up a committee to draft a proposal for an in-service training project. This Title III committee actually contained public school, parochial school, and community representatives. Because of conflicting work schedules, we found it necessary to meet in the evenings and on Saturdays rather than during the day. Although we tried very diligently to get more teachers involved in the committee, these time slots were evidently inconvenient. guess they were reluctant to use their own free time for the meetings.

"We also had some difficulty involving the people we would need to advance the training program. The superintendent was kept appraised of our plans as they developed and he made some suggestions along the way. He was the kind of man who would hire leaders and let them lead, but I feel there might have been more he could have done to gain support for the program, particularly since there were differences of opinion about it within the school district. Moreover, he had a heart attack at about the time that our planning phase was completed, and so the support we probably could have counted on during the actual implementation was lost.

"It is a common practice in our school system to have administrators chair the various committees that are organized and, I guess, because of my experience and interest I had been designated chairman of this Title III committee. Although the other committee members contributed to the development of the proposal during our meetings, the bulk of the actual writing was done by me, a school psychologist, and a third fellow--who eventually became the coordinator of the training program.

"We came up with a three-year program of nine lab-learning sessions for groups made up of administrators, teachers, secondary school students, parents, school custodians and secretaries. They were organized into teams by school building and department. At the first--and what was to be the only--set of labs, we planned to devote our time to developing the interpersonal and communication skills of our participants by using problem-solving techniques. Then when they returned to their own school building and department, they were to try these same techniques on the real problems existing there.

Stage III: Retrieving Relevant Resources

"Part of our plan was to train our own people and we proposed to achieve this with three levels of participation: The largest group would be trained

in the use of the problem-solving process. A second group would receive further training so that they could serve as consultants in the problem-solving process. Finally, we wanted a couple of our own people to be able to be trainers for the sensitivity groups we would use in the project. In order to become sensitivity group trainers, the three of us who had written the proposal went to the National Training Laboratory at Bethel, Maine, during the following summer. At Bethel, we all took part in six-week sensitivity training laboratories designed for school administrators. There was a tremendous display of materials related to the project that we were concerned with, so we purchased quite a number of books on the change process to establish a small library on the subject for our system back home.

Stage V: Gaining Acceptance

"While we were away that summer a minor crisis in our schools came to a head. Although this didn't have anything to do with our in-service training project, it did create a generally bad atmosphere for us. The previous spring three attempts at a millage increase for schools had been defeated at the polls. It was thought that the schools would be unable to operate the following year without it. While we were at Bethel it was discovered that the alleged shortage was due to a mistake in the audit; there was, in fact, no shortage. Unfortunately, as it turned out, the amounts of the mistake and of the millage requests were precisely the same as we had acquired in Title III funds to operate our project. There had been plenty of adverse publicity in the local newspaper about the federal government throwing away money on 'frills' while the school system went into the red. Top this off with the taxpayers' loss of faith in the budgeting ability of our school administration and you can get an idea of the antagonism that had built up by the end of that summer.

"This was the situation that the three of us walked into when we returned from Bethel for the new school year. With the enthusiasm of the summer's experience we immediately began organizing the first set of training labs, confident that the community antagonism could be overcome.

"We were able to handle a group of 90 for a week's session at a local community camp. In those training labs we had some marvelous assistance from our State Training Lab, NTL, and several other expert-resource people in the state. We were planning to utilize some data on our school system that a university research team had collected in a questionnaire survey about that time. We hoped that this data would help us identify real problems in our system for our 'building' and 'departmental' teams to work on. However, because the data processing took so long, this information was not available for our in-service training project.

"Well, needless to say, we had several problems with the lab. As luck would have it, we managed to select for our sensitivity training some people who were in need of psychiatric help. I realize now that our selection process was probably not the best. We had delegated the task of selecting participants to the building principals. I don't think that the principals realized the impact that they had on some staff members by merely suggesting, 'I'd like to have you take part in this program'. We had a few teachers who took part

because they felt that had to participate, and we had problems with three of these people who had really bad hang-ups. They did need psychiatric help when they returned from the training labs. Because of their experience we were criticized by a local psychiatrist who wrote a newspaper report on our program. His primary concern was about the use of non-verbal exercises in the sensitivity training portion of the program, and although he said 90 per cent of this program was tremendous and excellent, he suggested that we needed to do something about this 10 per cent. We could agree with his criticism, but the publicity he got--and the public furor that was aroused--distorted the whole issue. The local newspaper had never viewed our efforts too kindly in their editorials, and after this article, things only got worse. Not only were the press accounts distorted, but rumors really began to fly throughout the town. Also, I think that it was about at this point that our local conservative reactionaries became mobilized. After waging some remarkably effective campaigns against open housing and sex education in the schools, they turned their attention to the evils of sensitivity training labs.

"I really believe that most of the criticism that our program received was a result of the organized efforts of this conservative group. They distributed a lot of propaganda material and they carried a considerable amount of influence with community power sources and the media. The frustrating thing is that most of their membership is from the rural areas surrounding our town; they are not local taxpayers and their kids do not attend our schools. All the mail that I got--all the crummy distorted versions of what sensitivity training is--was postmarked from some little burg out in the country. The phone calls that the school board members received were, I suspect, for the most part from outside of the community as well. We were attacked rather vigorously. Both the coordinator of the program and I were called 'Communists'.

"I have a feeling, too, that there were people in high places within the city who belong to this conservative organization, who support it financially and in other ways, but who do not want it to be known that they are actually members. There are plenty of others who are willing to sign letters.... It always seems difficult to get people who are in favor of a program to write letters, but extremely easy to get those who are opposed to write.

"A citizen's committee was set up to review the program. Inadvertantly, the board of education appointed as chairman of this committee a man who did not even live in the school district. In addition, it turned out that the fellow was a member of the organization which was leading the campaign against our program. Of course, when these facts were discovered the chairman was immediately replaced, but by that time his anti-sensitivity training propaganda had done its damage and eventually the program was phased out.

"I can see now some mistakes we made and some things I'd want to do differently if we had another chance, but there were also some unavoidable problems like the millage issue and the organized resistance in the community. Maybe the goals of the project were too grand. Maybe it wasn't humanly possible, considering the staff time and energy we had available, to handle all the exigencies of this kind of change. We thought about terminating the program, but once you're involved in a change effort how can you pull out?...

And, anyway, despite the fact that the program was not carried through to completion, I feel it had considerable positive impact on most of those individuals who participated in our training labs.

"When you're being innovative, you're never quite sure of your end result, simply because what you are doing has never been done before. It's like setting out on a trip and not being sure where you're going to go, but hoping that you'll end up in the right place."

HENRY

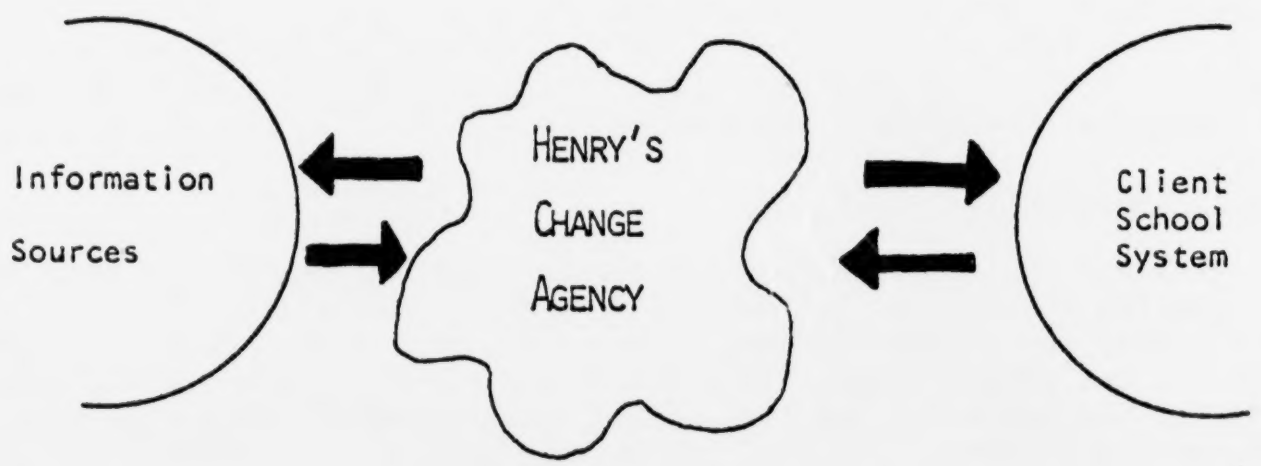
CASE EXAMPLE: SYSTEMIC CHANGE INITIATED BY A CHANGE AGENCY

Henry's example comes from a new type of educational organization: a "change agency." Such an organization as the one described here is unique in that it has been established for the purpose of facilitating innovation on the practice level...this one apparently had the resources to initiate major change projects.

"I have been associated with this agency almost since its inception three and a half years ago. At that time I was involved in experimentation on some new instructional techniques at the university where I taught. The proposed "change agency" seemed like an exciting venture--and just the kind of 'change' I needed after spending so much of my professional life under the sheltering wing of academia!

"I'd like to explain a little of how our change agency operates before getting into the details of the particular curriculum innovation that we implemented.

"Our organization is designed to help our local school system as they try out new practices and programs. Our *role* has actually been that of an agent of change. We visualize our working environment in this way: our "client," the school district with all its component parts--students, teachers, administrators--are on one side. All the information resources are on the other. We see ourselves operating from that never-never land between the two as we try to 'bring them together':



"Because we must move in both directions, i.e., deal with both resources and clients as we try to facilitate innovation, we divide our tasks among three "functional" teams: (1) The responsibility of the "research team" is to establish contacts with the information sources and to obtain from them the scientific information needed by the clients we are trying to help. In most cases the research team also adapts or translates the information they get into a more useful form. (2) The "implementation team" is that part of our staff which interacts directly with the client school systems. They are the people who do the actual helping and consulting. (3) The "planning team" is our 'link within a link'. It works to ensure that there is adequate coordination and communication between the other two teams. It has final responsibility for the design and administration of our projects.

Stage I: Building a Relationship

"In building a relationship with *potential clients,* we try to ensure their commitment by requiring that the superintendent of every school district which wants to participate, be on our board of directors. This group meets four times a year as the policy-making arm of our organization. These board members all have a voice in the decisions about our work with their own schools. Also, when our organization was first beginning I conducted a series of meetings with administrators and lay people from a few school districts in the area. Our purpose in the discussions was to have these people identify for themselves how they felt their respective communities should function. These discussions served to open them up to ideas about the need for change and the types of new things that could be tried.

"In building a relationship with *information sources* we have used both formal and informal means. We have an executive advisory committee that meets nine times a year and a college advisory committee that meets monthly; people in both of these groups have the expertise relevant to our work. We also stress developing personal contacts in centers of research and innovation: the colleges, the Title IV centers, ERIC, SRIS, Phi Delta Kappa, etc. We deliberately build close ties with colleges both inside and outside our area by incorporating some of their faculty members as special consultants to our organization. I would say that all these things were intentionally designed for the purpose of 'building a relationship'.

Stage II: Diagnosis

"I guess you could say that we had a backwards approach to the step you call 'diagnosing the problem in the client system'. There are a total of aboout 240,000 students and 16,000 teachers in our area, all of whom were potential 'clients' for our organization. In order to keep our operations manageable, especially at the beginning, we limited the types of innovations with which we could offer assistance. At first we defined our probable foci as (1) language arts, (2) social sciences, (3) behavioral change, and (4) in-service training. We then went to the school systems in our area to find out which, if any, had interests or needs in these areas. We found that a number of districts shared our interest in developing new approaches to a social science curriculum. From these systems we chose only those which could afford and were willing to commit time, staff, etc. to a project with us.

"After limiting our potential clients in this way, we sent our "implementation team" to collect information about the chosen school systems. They interviewed staff and administrators and reviewed school records to find out about practices and textbooks being used, strategies they were trying, and the kind of community in which they were working. The purpose of this step was two-fold: to collect diagnostic information and to do more 'relationship building'. The members of our "implementation team" had previously worked as teachers, counselors and administrators in the school systems that were now our clients and, with their interviews, they were accomplishing the important task of gaining the trust of their former associates for our new organization.

Stages III and IV: Retrieving Relevant Resources and Choosing a Solution

"We turned our 'research team' loose on the subject of 'social studies curricula'. By means of bibliographies and search services such as those of ERIC, they tracked down 326 programs around the country that were somehow related to the field of social sciences. Of course, not all of their discoveries were practicable. Many of the programs were not yet more than vague pipe dreams. However, together with the data collected by our implementation team, we were able to identify some programs and materials that were relevant to our particular clients' needs. We found four innovative projects for the elementary level that were far enough developed at this time to be useful to our clients. These were projects originally developed by Hilda Taba, the University of Minnesota, Science Research Associates, and the Greater Cleveland Educational Research Council. However, each was geared to a different grade level and proceeded in a different direction.

"Looking back, we probably could have gone to "Project Social Studies" and approached several other experts in the field in order to narrow the list of 326 programs much more quickly. However, as this was our first experience, we went the total route. We could do the next one a little more easily. The nice thing about the work we did with these 326 innovations is that we had gathered enough information to disseminate material about them to all the school districts in our area. Even districts that were not directly involved in any of our projects could use our information as a ready reference for their own efforts. A good number of them wanted to use it, so we published and sent out a descriptive list of the full 326.

Stage V: Gaining Acceptance

"Then, our "planning team" got to work designing strategies for the introduction of the four projects into our client schools. ...And, we made sure before we started moving with the projects that our specific objectives for each one were written in behavioral terms; that is, that we could state precisely what new behavior we were trying to elicit by using these social studies curricula. It was very difficult to translate some of the concepts into behavioral terms, but we got as close as we could. In some cases we had to be satisfied with stating the 'general conditions which we are trying to establish'.

"With these behavioral objectives in hand, our "implementation team" went out to the schools again to assist them with the introduction of the new

programs. Our team members conducted demonstrations and in-service training sessions and consulted individually with teachers who were trying out the new social studies program.

"At this time the "planning team" also set up a research study to determine to what extent we achieved our 'specific objectives'. We developed a series of pretests and post-tests that we gave to the students participating in the projects and to control groups of students. What we hope to have when we're through is a research report that we can send to anyone in the country to tell them what they can get; what they cannot get; what they'll lose; what they'll gain; and what they'll spend if they use any of the same projects!

"We have continually tried to use dissemination strategies to keep our clients up to date on the progress of the innovation in their own schools. We have had newsletters, meetings, reports to superintendents, training workshops, microfilm and videotape replays--actually a whole strategy, a 'synergistic multi-media approach'. We even sent one of our people to a university-sponsored training program in these kinds of strategies.

Stage VI: Stabilization

"In order to ensure the continuity of the innovation, we installed in the client system: (1) a specialist in change, (2) a research person, and (3) a field person whom we call a 'curriculum specialist'. However, we're not really sure that *stabilizing* the innovation is our ball game. Part of the reason that we're not interested in stabilizing is that we think that change must be a continuous process, particularly in the area of curriculum. As new approaches are discovered we find much better ways of developing a program. For example, right now we are talking about 'Taba' social studies, but we are finding some real weaknesses in 'Taba'. What I'd like to do is combine 'Taba' with 'Minnesota', using the structures and content of 'Minnesota' and the teaching strategies of 'Taba'.

"There are some major weaknesses in our organization that I have observed in our first couple years of operation. However, I need to have more information before I can deal with them:

"First, I need to know a lot more about what happens to a person involved with innovation--about the side effects of innovating. Also, I have observed that people who have been successful as professors, department chairmen, or curriculum specialists experience for themselves the total process of change as they work with our nebulous kind of organization. We need some kind of description of what happens to the change agent when he is placed in an environment where he must learn and is forced to change. He experiences many changes that he never really anticipated. This needs a special study of its own."

APPENDIX D

A GUIDE TO INNOVATION IN EDUCATION

Overview of Contents

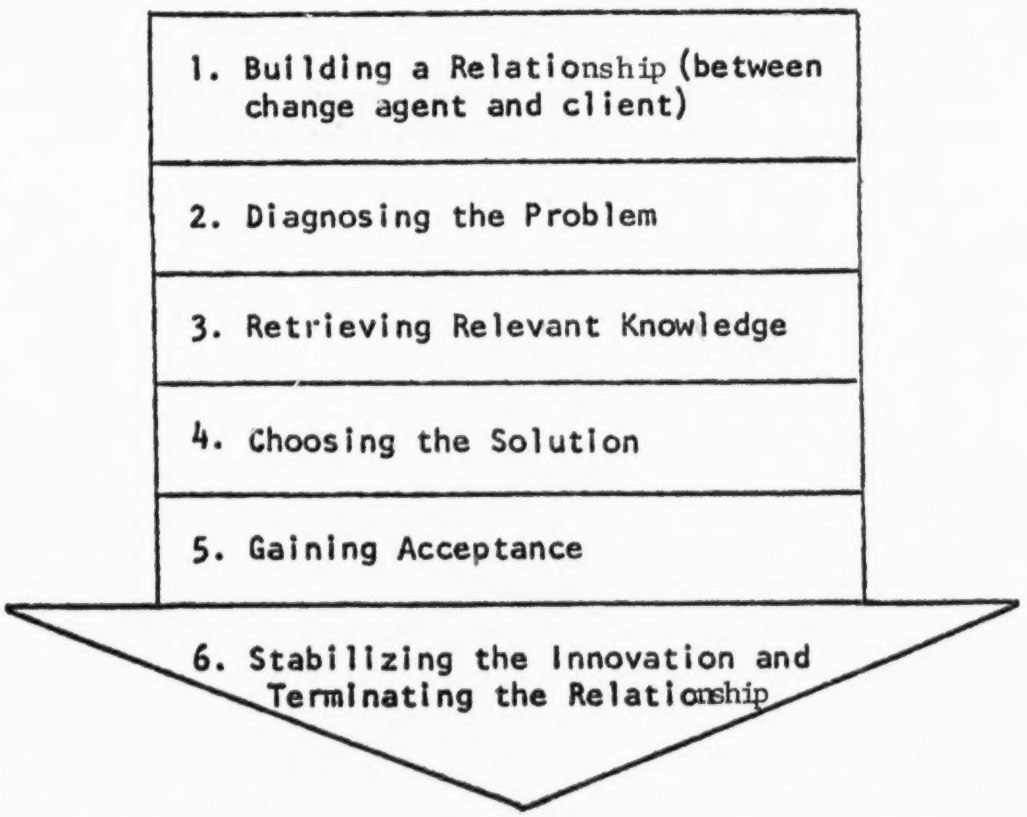
INTRODUCTION:

Why use this book?
What is the process of innovation?
Defining your own role:
- Catalyst
- Solution Giver
- Process Helper

PART ONE: CASE STUDIES OF CHANGE AGENTS IN ACTION

Linda:	"Black Studies" Program stimulated by a student.
Mike:	A teacher helps introduce sex education.
Steve:	In-service training in human relations.
Henry:	New social science curriculum introduced by a change agency.

PART TWO: THE STAGES OF PLANNED CHANGE


1. Building a Relationship (between change agent and client)
2. Diagnosing the Problem
3. Retrieving Relevant Knowledge
4. Choosing the Solution
5. Gaining Acceptance
6. Stabilizing the Innovation and Terminating the Relationship

PART THREE: SUPPLEMENTARY RESOURCE INFORMATION

Strategies and Tactics:

A. Considerations in choosing the best strategy.

B. Relevance of various strategies for each of the six stages of planned change (a Table).

C. Glossary including 44 strategies or tactics.

Major Information Sources:

A. Information Services

B. Libraries

C. Directories and Indices

D. Consulting Organizations

E. Academic Organizations

F. Human Resources

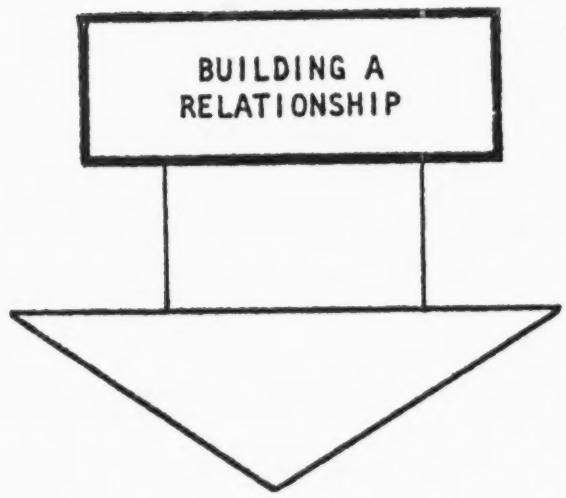
G. Government Agencies

H. Professional Organizations

I. Other School Systems

Major Works on Change: An annotated bibliography with author and subject index. Each entry includes a listing of contributing authors (for anthologies and collections), major topics covered and a summary paragraph.

STAGE ONE



Features of the Ideal Relationship

1. Reciprocity
2. Openness
3. Realistic Expectations
4. Expectations of Reward
5. Some Structure (Definition of relative roles and responsibilities)
6. Equal Power
7. Minimum Threat
8. Confrontation of Differences
9. Involvement of All Relevant Parties

This Chapter also includes sections on:

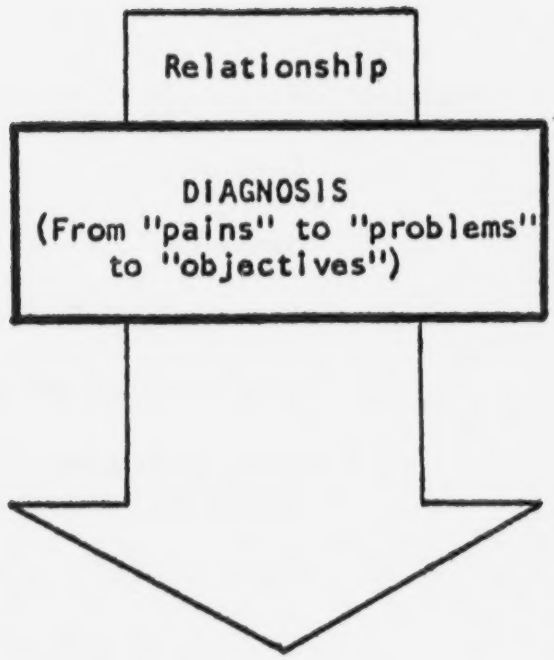
Defining who the "client" is.

Relative advantages of being "insider" or "outsider."

The "inside-outside" team.

Some "No-Go" situations where involvement with a client is contraindicated.

STAGE TWO



HOW — Identifying *Problems*

surface symptoms
underlying causes

Identifying *Opportunities*

Understanding the Client *as a System*

goals, structure, openness,
capacities, rewards

HOW NOT — Pitfalls in Diagnosis

Too much

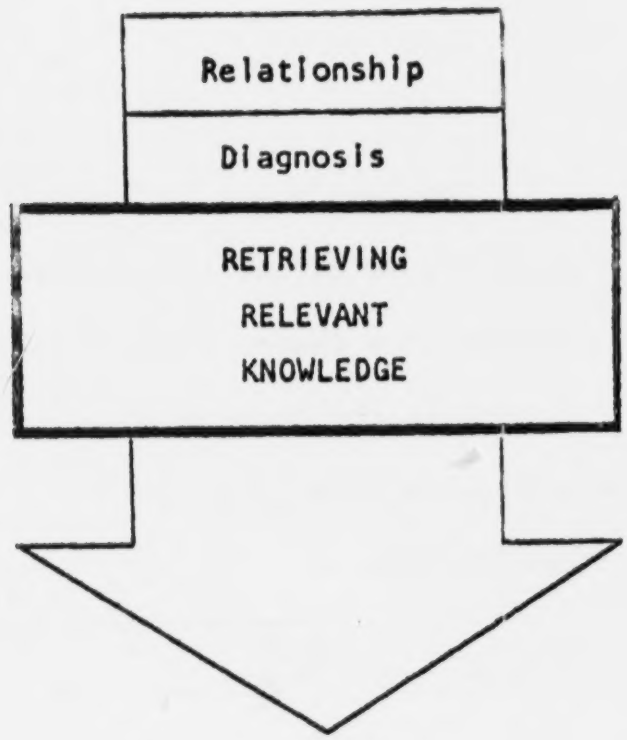
Used as avoidance

Destructive confrontation

Imposing your own favorite diagnosis

Fire-fighting

STAGE THREE



Why do we want it?

What form do we want it in?

Where can we get it? (This section guides the reader in the use of the directory of major information sources)

Using information services

Sharing with colleagues

Various uses of the phone

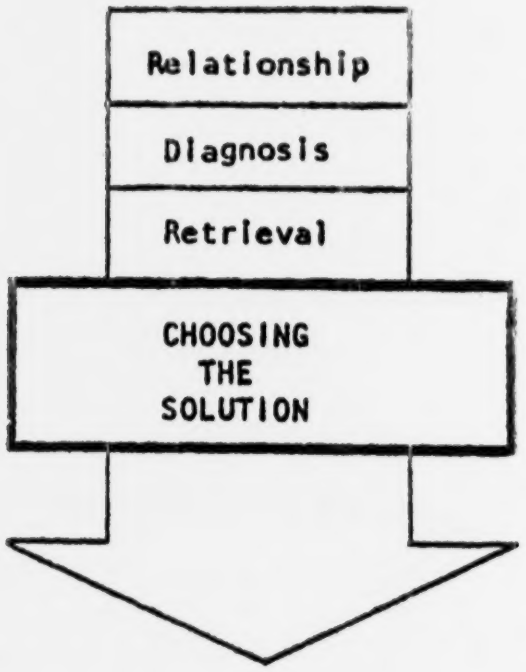
Getting feedback from various segments of the client system

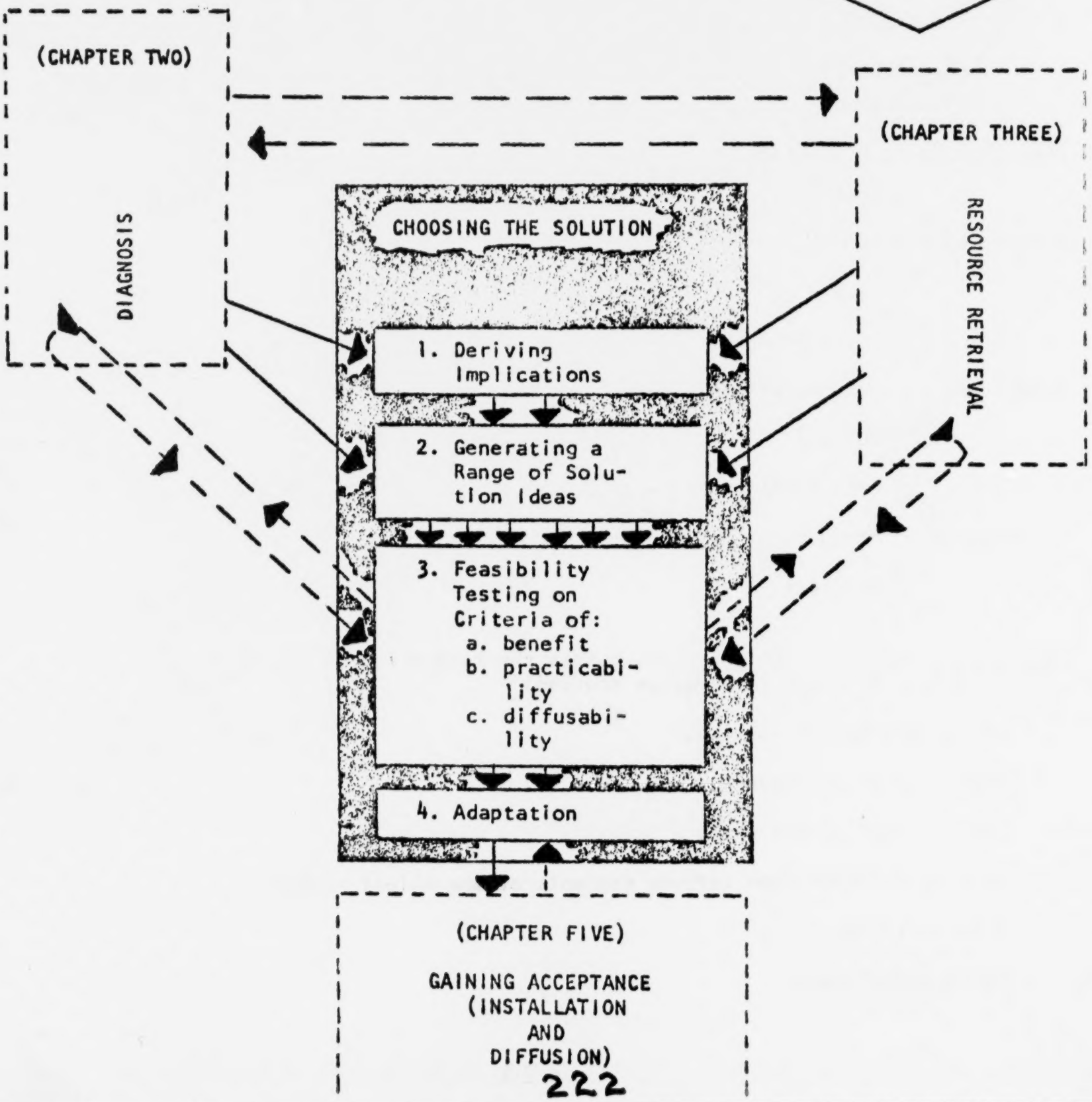
Site visiting

Using consultants

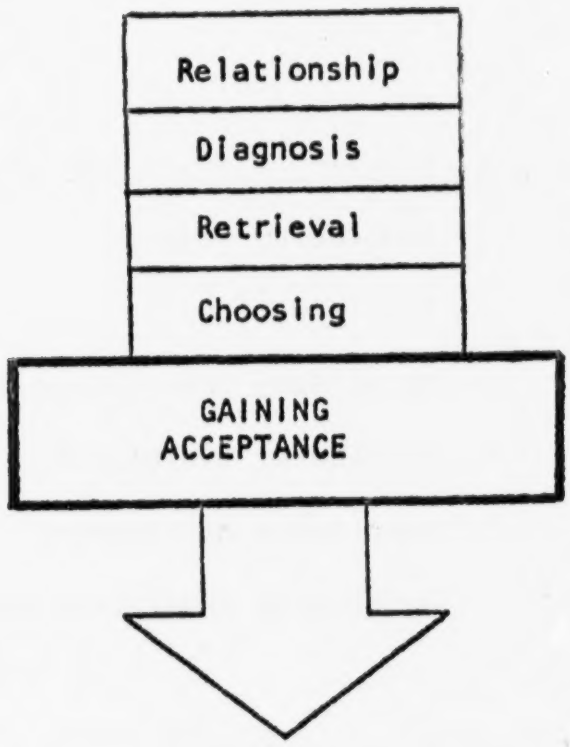
STAGE FOUR

The four steps involved in generating and choosing solutions are related to the other stages of a change project as partially illustrated in the diagram below.





STAGE FIVE



Acceptance by the Individual

1. Awareness
2. Interest
3. Evaluation
4. Trial
5. Adoption

Acceptance by the Group

1. The Key Norms and Values

2. The Key People
   - Innovators
   - Resisters
   - Leaders and Opinion Leaders

What Medium?

Written and Oral Presentations
Film and Videotape
Demonstrations
Person-to-Person Contacts
Group Discussions
Conferences and Workshops
Orchestrating a Multi-Media Program

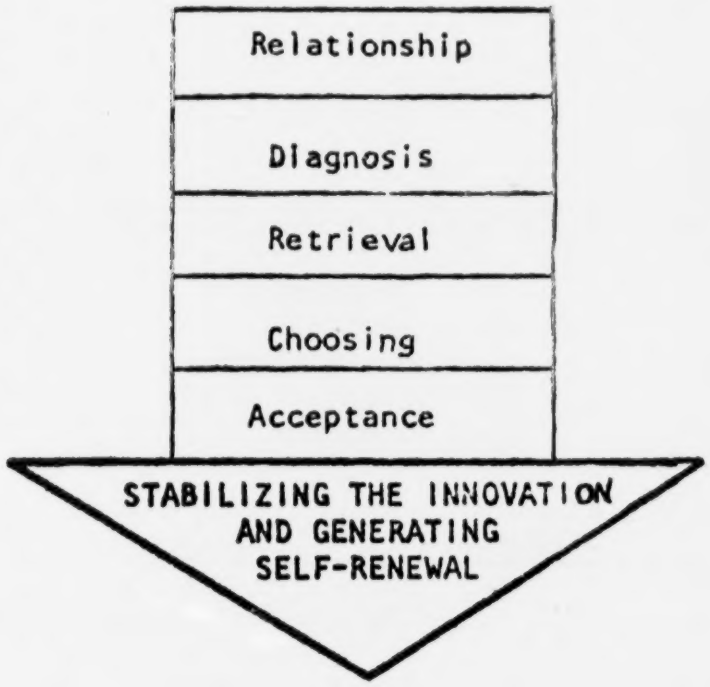
Keep Your Program Flexible

Be prepared to *adapt* the innovation.

Be prepared to shift gears forward and reverse.

Be prepared to change your strategy for gaining acceptance.

STAGE SIX



Six Ingredients Which Make for Internalization

Continuing Reward

Routinization

Structural Integration into the System

Continuing Evaluation

Continuing Maintenance

Continuing Adaptation Capability

Self-Renewing Systems Should Have:

1. A positive attitude to innovation in general.

2. An internal change agency such as an "R&D unit" or a "planning office."

3. An external orientation: an interest and active willingness to seek outside resources.

4. A future orientation: a belief that education can be improved through planning.

APPENDIX E

GUIDELINES FOR PREPARING STATEMENT OF INTENT

STATEMENT OF INTENT

Guidelines for Preparing Statements of Intent

At each institute each participant should develop a statement of intent and a general plan for a project, program, or service he will seek to initiate as a result of his participation in the institute. Institute staffs and consultants should provide assistance and consultative services as requested within the time constraints. The statement of intent and the general plan should be signed by the trainee and turned in to the institute director. Three copies of the intent statement should be typed--one for the participant, one for the State Director of Vocational Education, and one for the proceedings of the institute. The plans also will be used by the director of the total multiple institutes project in follow-up and evaluation of the project.

Four copies of the Statement of Intent form are enclosed for your use.

Statement of Intent

Name of Participant _____

Directions: Each participant in this institute is asked to develop a statement of intent and a general plan for a project, program, or service he will seek to initiate as a result of participation in this institute. If possible, develop this in time to present it to your work group for critique and suggestions. Seek suggestions and assistance from the institute staff and consultants.

Please prepare and leave a copy of this form with the institute director at the close of the institute. Two copies will be typed and mailed to you as soon as possible. You should present one of these to your State Director of Vocational Education for his information.

APPENDIX F

RURAL MULTIPLE INSTITUTES FOLLOW-UP OF
STATEMENTS OF INTENT

As a part of each institute in the National Inservice Multiple Institutes for Vocational and Related Personnel in Rural Areas, the participants were asked to develop a plan (statement of intent) for utilizing the output of the institute when they returned home. In order to evaluate this activity, we need some information from you relative to the plan that you developed. A copy of your plan is attached. Please answer the following questions relating to it:

1. Were you able to implement your plan when you returned home?
   Yes _____ No _____

   If yes, please describe briefly the progress you have made toward implementing your plan.

   If no, please describe the obstacles that prevented the implementation of your plan.

2. What other changes (those not included in your statement of intent) have you made in your program as a result of having participated in the institute?

3. Now that at least six months have elapsed since you participated in this institute, how much value do you attribute to this participation in improving the program with which you are associated?

_____no value
_____some value
_____extremely valuable

Your Position Title _____

Subject Matter Area _____

State _____

APPENDIX G

PRETEST-POSTTEST

Form 1

Attitude Toward Vocational Education in Rural Areas Scale

Form 2

Rotter's I-E Scale

POST EVALUATION

Form 3

Institute Evaluation Scale

PRETEST-POSTTEST

NATIONAL INSERVICE TRAINING MULTIPLE INSTITUTES
FOR VOCATIONAL AND RELATED PERSONNEL IN RURAL AREAS

INSTITUTE EVALUATION INSTRUMENTS

TO THE PARTICIPANT:

We appreciate your cooperation in helping us to evaluate this institute. The attached instruments are to be taken at the beginning and end of the institute. They consist of the following:

	Area	Number of Items
Form 1	Opinions About Vocational Education	39
Form 2	Personal Beliefs	29
Form 3	Opinion of the Institute	33

No attempt will be made to identify the score of any particular individual. In fact, we are not asking you to write your name on the instruments. However, we would like for you to provide us with some information below which will be used for classification purposes. Please be sure to fill in all the information below before starting on Form 1. When you finish Form 1, go right on to Form 2 and Form 3.

Institute: _____ Today's Date: _____

Sex: _____ Date of Birth: _____

State: _____

Position: _____

Highest Degree Obtained: _____

Vocational Field:

_____ Agricultural Education

_____ Business and Office Education

_____ Distributive Education

_____ Health Education

_____ Home Economics

_____ Industrial Arts

_____ Technical Education

_____ Trade and Industrial Education

_____ Guidance

_____ Other (Specify) _____

FORM 1

Attitude Toward Vocational Education in Rural Areas Scale

KEY: SA(Strongly Agree), A(Agree), ?(Undecided), D(Disagree), SD(Strongly Disagree)

1.	No real benefit can be expected of vocational education courses.	SA	A	?	D	SD
2.	Students capable of success in college should be discouraged from taking vocational education courses.	SA	A	?	D	SD
3.	The importance of vocational education cannot be emphasized enough.	SA	A	?	D	SD
4.	Failure to offer vocational education cannot be justified in a democratic society.	SA	A	?	D	SD
5.	Vocational education is geared to the past.	SA	A	?	D	SD
6.	The major function of the high school should be the preparation of students for entrance into college.	SA	A	?	D	SD
7.	Vocational education should be offered only to students with low academic ability.	SA	A	?	D	SD
8.	The cost of training workers should not be born by the public school system.	SA	A	?	D	SD
9.	There is no place in secondary schools for vocational education.	SA	A	?	D	SD
10.	Vocational education should be handled outside the academic school system--in technical institutes or community colleges.	SA	A	?	D	SD
11.	Increased emphasis on vocational education would not result in fewer dropouts.	SA	A	?	D	SD
12.	Every high school graduate should be equipped with a salable skill.	SA	A	?	D	SD
13.	Increased vocational education may be the answer to the problems of unemployment.	SA	A	?	D	SD
14.	Academic educational courses are more useful than vocational courses to the average student.	SA	A	?	D	SD
15.	No secondary school should be accredited unless it offers a comprehensive program of vocational education, given adequate funds.	SA	A	?	D	SD

KEY: SA(Strongly Agree), A(Agree), ?(Undecided), D(Disagree), SD(Strongly Disagree)

16.	The information provided in the college preparatory courses can be applied to more jobs than the information available in vocational education courses.	SA	A	?	D	SD
17.	More students should be encouraged to enroll in vocational education programs.	SA	A	?	D	SD
18.	Vocational education is an educational frill.	SA	A	?	D	SD
19.	No area of education is more important than vocational education.	SA	A	?	D	SD
20.	Public expenditure of funds for vocational education is the best educational expenditure that can be made.	SA	A	?	D	SD
21.	The general education curriculum is the best preparation for entry into an occupation upon graduation from high school.	SA	A	?	D	SD
22.	Vocational education courses are as important for college-bound students as they are for non-college-bound students.	SA	A	?	D	SD
23.	The proportion of the school budget allocated to vocational education should be increased markedly.	SA	A	?	D	SD
24.	Vocational education is one answer to youth unrest in this country.	SA	A	?	D	SD
25.	Redistribution of present education funds to emphasize vocational education would probably yield a higher national per capita income.	SA	A	?	D	SD
26.	Vocational education courses prepare students for many jobs which lack prestige.	SA	A	?	D	SD
27.	All students should be enrolled in at least one vocational education class while in school.	SA	A	?	D	SD
28.	Rural youth are being educationally short-changed due to inadequate vocational offerings.	SA	A	?	D	SD
29.	Vocational education in rural areas is more important than vocational education in urban areas.	SA	A	?	D	SD

KEY: SA(Strongly Agree), A(Agree), ?(Undecided), D(Disagree), SD(Strongly Disagree)

30. Currently employed rural vocational education teachers are less adequately prepared than vocational education teachers in general. SA A ? D SD

31. More inclusive preparation is required for vocational teachers in general than for rural vocational education teachers. SA A ? D SD

32. Only the non-college-bound need vocational education. SA A ? D SD

33. Academic courses are applicable to a wider spectrum of jobs than vocational education courses. SA A ? D SD

34. Most students would not benefit from the job skill instruction offered in vocational education programs. SA A ? D SD

35. Vocational education courses are beneficial primarily for those who are terminating their education at the end of high school. SA A ? D SD

36. The vocational education curriculum provides a better preparation for more jobs than does the college preparatory curriculum. SA A ? D SD

37. Vocational education courses provide learning experiences geared to individual needs better than academic courses. SA A ? D SD

38. Vocational education programs help keep the potential dropout in school. SA A ? D SD

39. Vocational training is not as valuable to society as training for the professions. SA A ? D SD

FORM 2

Rotter's Internal-External Scale*

This is a questionnaire to find out the way in which certain important events in our society affect different people. Each item consists of a pair of alternatives lettered a or b. Please select the one statement of each pair (and only one) which you more strongly believe to be the case as far as you're concerned. Be sure to select the one you think you should choose or the one you would like to be true. This is a measure of personal belief; obviously there are no right or wrong answers.

1.a. Children get into trouble because their parents punish them too much.
b. The trouble with most children nowadays is that their parents are too easy with them.

2.a. Many of the unhappy things in people's lives are partly due to bad luck.
b. People's misfortunes result from the mistakes they make.

3.a. One of the major reasons we have wars is that people don't take enough interest in politics.
b. There will always be wars, no matter how hard people try to prevent them.

4.a. In the long run people get the respect they deserve in this world.
b. Unfortunately, an individual's worth often passes unrecognized no matter how hard he tries.

5.a. The idea that teachers are unfair to students is nonsense.
b. Most students don't realize the extent to which their grades are influenced by accidental happenings.

6.a. Without the right breaks one cannot be an effective leader.
b. Capable people who fail to become leaders have not taken advantage of their opportunities.

7.a. No matter how hard you try some people just don't like you.
b. People who can't get others to like them don't understand how to get along with others.

8.a. Heredity plays the major role in determining one's personality.
b. It is one's experiences in life which determine what they're like.

9.a. I have often found that what is going to happen will happen.
b. Trusting to fate has never turned out as well for me as making a decision to take a definite course of action.

10.a. In the case of the well prepared student there is rarely if ever such a thing as an unfair test.
b. Many times exam questions tend to be so unrelated to course work that studying is really useless.

11.a. Becoming a success is a matter of hard work; luck has little or nothing to do with it.
b. Getting a good job depends mainly on being in the right place at the right time.

12.a. The average citizen can have an influence in government decisions.
b. This world is run by the few people in power, and there is not much the little guy can do about it.

13.a. When I make plans, I am almost certain that I can make them work.
b. It is not always wise to plan too far ahead because many things turn out to be a matter of good or bad fortune anyhow.

14.a. There are certain people who are just no good.
b. There is some good in everybody.

15.a. In my case getting what I want has little or nothing to do with luck.
b. Many times we might just as well decide what to do by flipping a coin.

16.a. Who gets to be the boss often depends on who was lucky enough to be in the right place first.
b. Getting people to do the right thing depends upon ability; luck has little or nothing to do with it.

17.a. As far as world affairs are concerned, most of us are the victims of forces we can neither understand nor control.
b. By taking an active part in political and social affairs the people can control world events.

18.a. Most people don't rellize the extent to which their lives are controlled by accidental happenings.
b. There is really no such thing as "luck."

19.a. One should always be willing to admit mistakes.
b. It is usually best to cover up one's mistakes.

20.a. It is hard to know whether or not a person really likes you.
b. How many friends you have depends upon how nice a person you are.

21.a. In the long run the bad things that happen to us are balanced by the good ones.
b. Most misfortunes are the result of lack of ability, ignorance, laziness, or all three.

22.a. With enough effort we can wipe out political corruption.
b. It is difficult for people to have much control over the things politicians do in office.

23.a. Sometimes I can't understand how teachers arrive at the grades they give.
b. There is a direct connection between how hard I study and the grades I get.

24.a. A good leader expects people to decide for themselves what they should do.
b. A good leader makes it clear to everybody what their jobs are.

25.a. Many times I feel that I have little influence over the things that happen to me.
b. It is impossible for me to believe that chance or luck plays an important role in my life.

26.a. People are lonely because they don't try to be friendly.
b. There's not much use in trying too hard to please people; if they like you, they like you.

27.a. There is too much emphasis on athletics in high school.
b. Team sports are an excellent way to build character.

28.a. What happens to me is my own doing.
b. Sometimes I feel that I don't have enough control over the direction my life is taking.

29.a. Most of the time I can't understand why politicians behave the way they do.
b. In the long run the people are responsible for bad government on a national as well as on a local level.

---

*Rotter, J. B. Generalized expectancies for internal versus external control of reinforcement. Psychological Monographs, 80, 1966, 1-28.

FORM 3

Institute Evaluation Scale

NOTE: Please Do Not Sign Your Name

KEY: SA(Strongly Agree), A(Agree), ?(Undecided), D(Disgree), SD(Strongly Disagree)

1. The objectives of this institute were clear to me.	SA	A	?	D	SD
2. The objectives of this institute were not realistic.	SA	A	?	D	SD
3. The participants accepted the purposes of this institute.	SA	A	?	D	SD
4. The objectives of this institute were not the same as my objectives.	SA	A	?	D	SD
5. I have not learned anything new.	SA	A	?	D	SD
6. The material presented seemed valuable to me.	SA	A	?	D	SD
7. I could have learned as much by reading a book.	SA	A	?	D	SD
8. Possible solutions to my problems were not considered.	SA	A	?	D	SD
9. The information presented was too elementary.	SA	A	?	D	SD
10. The speakers really knew their subject.	SA	A	?	D	SD
11. I was stimulated to think about the topics presented.	SA	A	?	D	SD
12. We worked together well as a group.	SA	A	?	D	SD
13. The group discussions were excellent.	SA	A	?	D	SD
14. There was little time for informal conversation.	SA	A	?	D	SD
15. I had no opportunity to express my ideas.	SA	A	?	D	SD
16. I really felt a part of this group.	SA	A	?	D	SD
17. My time was well spent.	SA	A	?	D	SD
18. The institute met my expectations.	SA	A	?	D	SD
19. Too much time was devoted to trivial matters.	SA	A	?	D	SD

20. The information presented was too advanced. SA A ? D SD

21. The content was not readily applicable to the important problems in this area. SA A ? D SD

22. Theory was not related to practice. SA A ? D SD

23. The printed materials that were provided were very helpful. SA A ? D SD

24. The schedule should have been more flexible. SA A ? D SD

25. As a result of your participation in this institute, do you plan to modify either your present or future work? YES_____ NO_____

If YES, please describe the nature of the most important of such modifications and the activities which will be affected.

_____

_____

_____

26. As a result of your contacts with the participants and consultants at this institute, have you decided to seek some continuing means of exchanging information with any of them, i.e., to establish some continuing relation with a participant(s) and/or consultant(s), for the purpose of information exchange?

YES _____ NO _____

If YES, what types of information can the consultant or participant contribute that would be helpful to your work?

_____

_____

_____

27. To what extent were the objectives of this institute attained? _____

_____

_____

_____

28. In your opinion, what were the major strengths of this institute?

_____

_____

_____

29. In your opinion, what were the major weaknesses of this institute?

_____

_____

_____

30. If you were asked to conduct an institute similar to this one, what would you do differently from what was done in this institute?

_____

_____

31. Additional comments about institute. _____

_____

_____

_____

_____

_____

32. If you had it to do over again would you apply for this institute which you have just completed? YES____ NO____ UNCERTAIN____

33. If an institute such as this is held again would you recommend to others like you that they attend? YES____ NO____ UNCERTAIN____

APPENDIX H

NATIONAL INSERVICE TRAINING MULTIPLE INSTITUTES FOR VOCATIONAL AND RELATED PERSONNEL IN RURAL AREAS

Participant Questionnaire

Instructions: Please read each question carefully before you respond. Most questions require that you check your response. Where more is required, specific directions are included with the question.

1. Indicate the number of people with whom you conferred concerning the institute you attended. _____

   _____ Number of these conferences you initiated

   _____ Number requested by someone else

2. List by title those people with whom you conferred or shared materials from the institute you attended.

   _____ _____

   _____ _____

   _____ _____

3. Have you been asked by the State Director of Vocational Education (or his representative) to consult with his staff on problems related to the content covered by the institute you attended? (If yes, list topics)

   _____ Yes On what topics? _____

   _____ No _____

   _____

4. Have you made a written or verbal report about the institute you attended to the members of the immediate staff with whom you work?

Written Report	Verbal Report
_____ Yes	_____ Yes
_____ No	_____ No

5. Have you used the output of the institute you attended in inservice education seminars or workshops related to the problem area covered? (If yes, check activity)

_____ Yes	_____ Directed a seminar or workshop
_____ No	_____ Prepared materials
	_____ Made a presentation
	_____ Other

6. Indicate the number of people with whom you shared copies of materials developed or received at the institute you attended. _____

7. You will recall that seven different inservice institutes were conducted in the Rural Multiple Institute series. For how many of these institutes do you know the names of one or more people from your state who attended (excluding the institute you attended)?

— 0 — 1 — 2 — 3 — 4 — 5 — 6 — 7

8. With people from how many institutes (excluding the one you attended) have you shared ideas and materials?

— 0 — 1 — 2 — 3 — 4 — 5 — 6 — 7

9. With people from how many of these institutes (excluding the one you attended) have you served on a task force or planning group since you returned?

— 0 — 1 — 2 — 3 — 4 — 5 — 6 — 7

10. Please check (✓) in the left column each item you have accomplished since attending the institute. Then check (✓) in the right column each accomplishment to which you consider this institute made a contribution.

Accomplished		Assisted by My Attendance at Institute
____	a. Attempted or implemented new administration or supervisory techniques.	____
____	b. Revised staff recruitment, selection, and development policies.	____
____	c. Conducted similar training programs or institutes.	____
____	d. Installed new program planning techniques.	____
____	e. Installed or revised public relations programs.	____
____	f. Modified activities in alignment with new legislation.	____
____	g. Developed new or revised existing instructional materials.	____
____	h. Worked with the disadvantaged.	____
____	i. Initiated or revised programs for new occupations or new occupational competencies.	____
____	j. Instituted or revised programs.	____
____	k. Initiated or revised guidance and counseling programs.	____
____	l. Installed program evaluation techniques.	____
____	m. Used the services of ERIC or other information sources.	____
____	n. Wrote a request for publications.	____
____	o. Conducted new research or related activities.	____
____	p. Used institute materials.	____
____	q. Initiated an exemplary program.	____
____	r. Installed new approaches to career orientation.	____
____	s. Developed a plan for utilizing the services of other agencies to support your program.	____
____	t. Prepared an article or document for publication.	____

APPENDIX I

INTERVIEW GUIDE

IMPACT OF THE RURAL MULTIPLE INSTITUTES ON STATE PROGRAMS OF OCCUPATIONAL EDUCATION

Name of Respondent: _____

Position Title: _____

State: _____

Name of Interviewer: _____

Date of Interview: _____

Time Interview Began: _____

Time Interview Ended: _____

INSTRUCTIONS

This guide is designed to acquire evaluative follow-up information relative to the impact that the Rural Multiple Institutes have had on vocational education for rural people in your state. The questions are directed to the Director of Vocational Education and a person on his staff who has the responsibility for the inservice education and professional development of vocational education personnel. As the respondent answers each question, make sure he considers the total state program of vocational education rather than just the operations of his office. In other words, we want to view the impact of the Rural Multiple Institutes on the state program through his eyes.

The questions are designed to solicit both a scaled response and supporting information. Make sure that each respondent checks the number on the 5-point scale for each question which best reflects his state's position on the question. Depending on his response, you will then probe for supportive information. Synthesize his responses to the follow-up questions into brief definitive statements and record them in the space allocated for comments. If additional space is needed for recording his response, use the back of the page and key it to the appropriate question.

PART I

THE VOCATIONAL-TECHNICAL EDUCATION INSTITUTE PROGRAM

During the past six years, the Division of Comprehensive and Vocational Education Research, National Center for Educational Research and Development, in cooperation with the Division of Vocational and Technical Education, Bureau of Adult, Vocational, and Technical Education, U. S. Office of Education, has sponsored a number of institutes and seminars directed toward professional improvement of personnel in vocational education and related fields.

1. How would you rate the impact of these institutes and seminars in developing a capability for planning, managing, and evaluating programs of vocational and technical education in your state?

   _____a. Very great impact
   _____b. Great impact
   _____c. Moderate impact
   _____d. Little impact
   _____e. No impact

   Comments: _____

   _____

   _____

2. To what extent do you feel that these institutes and seminars were addressed to the problems and issues of implementing the Vocational Education Act of 1963 and the Vocational Education Amendments of 1968?

   _____a. Very great impact
   _____b. Great impact
   _____c. Moderate impact
   _____d. Little impact
   _____e. No impact

   Comments: _____

   _____

   _____

3. To what extent do you view these institutes and seminars as a viable inservice training mechanism for the members of the professional vocational education staff?

_____a. Very great extent
_____b. Great extent
_____c. Moderate extent
_____d. Little extent
_____e. No extent

Comments: _____

_____

_____

4. How frequently were provisions made for feedback from the institutes and seminars to the professional members of the vocational education staff through staff seminars and conferences?

_____a. Consistently
_____b. Usually
_____c. Sometimes
_____d. Seldom
_____e. Never

Comments: _____

_____

_____

5. How would you evaluate the use made of reports from the institutes and seminars?

_____a. Very great use
_____b. Great use
_____c. Moderate use
_____d. Little use
_____e. No use

Comments: _____

_____

_____

6. Generally, institute funds were used to pay the costs of transportation and stipends for attending the institutes. The State or other agency contributed the salary of the participant during the length of participation in the institute. How would you evaluate the benefits of the institutes and seminars in relation to costs?

_____a. Very high
_____b. High
_____c. Moderate
_____d. Low
_____e. Very low

Comments: _____

_____

_____

PART II

RURAL MULTIPLE INSTITUTES

The next series of questions deals specifically with the National Inservice Training Multiple Institutes for Vocational and Related Personnel in Rural Areas, which were conducted by the Center for Occupational Education in 1970.

7. How would you evaluate the strategy of the multiple institute concept, i.e., one agency managing a series of related institutes?

_____a. Definitely prefer the multiple institute strategy
_____b. Generally prefer the multiple institute strategy
_____c. No difference
_____d. Generally prefer the single institute strategy
_____e. Definitely prefer the single institute strategy

Comments: _____

_____

_____

8. In 1969, representatives of the Center for Occupational Education visited you and/or members of your staff to orient you to the Rural Multiple Institutes and to identify problems which should be considered in the development of the institutes.

(a) How would you evaluate this orientation conference in terms of explaining the objectives and strategies of the program?

_____a. Extremely useful
_____b. Generally useful
_____c. Moderately useful
_____d. Of little use
_____e. Of no use

Comments: _____

_____

_____

(b) How would you evaluate this orientation conference in terms of facilitating the selection of nominees?

_____a. Extremely useful
_____b. Generally useful
_____c. Moderately useful
_____d. Of little use
_____e. Of no use

Comments: _____

_____

_____

(c) How would you evaluate the orientation conference in terms of utilizing the output of the institutes?

_____a. Extremely useful
_____b. Generally useful
_____c. Moderately useful
_____d. Of little use
_____e. Of no use

Comments: _____

_____

_____

9. How would you evaluate your satisfaction with the selection of participants in the Rural Multiple Institutes?

_____a. Very well satisfied
_____b. Generally satisfied
_____c. Neither satisfied nor dissatisfied
_____d. Generally dissatisfied
_____e. Highly dissatisfied

Comments: _____

_____

_____

10. To what extent do you feel that having an opportunity to nominate participants, following the orientation conference, facilitated the usefulness of the Rural Multiple Institutes?

_____a. Very great extent
_____b. Great extent
_____c. Moderate extent
_____d. Little extent
_____e. No extent

Comments: _____

_____

_____

11. The selection of a "team" of participants from each state, that is, one participant from each state in each of the seven institutes, was expected to have a multiplier and coordinating effect. How well was this expectation realized?

_____a. To a very great extent
_____b. To a great extent
_____c. To a moderate extent
_____d. To little extent
_____e. To no extent

Comments: _____

_____

_____

12. To what extent have you used the participants from your state as a <u>team</u> for improving the planning, management and evaluation of programs of occupational education for rural areas?

_____a. Very great extent
_____b. Great extent
_____c. Moderate extent
_____d. Little extent
_____e. No extent

Comments: _____

_____

_____

13. To what extent have you used the participants from your state as <u>individuals</u> for improving the planning, management, and evaluation of programs of occupational education for rural areas?

_____a. Very great extent
_____b. Great extent
_____c. Moderate extent
_____d. Little extent
_____e. No extent

Comments: _____

_____

_____

14. To what extent have the participants made changes in their own activities to improve state and/or local programs of occupational education in rural areas which resulted from their participation in Rural Multiple Institutes?

_____a. Very great extent
_____b. Great extent
_____c. Moderate extent
_____d. Little extent
_____e. No extent

Comments: _____

_____

_____

PART III

USE OF THE OUTPUT OF THE RURAL MULTIPLE INSTITUTES

The Rural Multiple Institutes were designed to provide help in implementing the 1968 Vocational Education Amendments in seven content areas. The following questions are designed to solicit your appraisal of the impact your state's participation has had toward improving programs in these seven areas.

15. To what extent have local plans been changed as a result of your state's participation in the Rural Multiple Institutes?

_____a. Very great extent
_____b. Great extent
_____c. Moderate extent
_____d. Little extent
_____e. No extent

Comments: _____

_____

_____

_____

16. To what extent has the State Plan been changed as a result of your state's participation in the Rural Multiple Institutes?

_____a. Very great extent
_____b. Great extent
_____c. Moderate extent
_____d. Little extent
_____e. No extent

Comments: _____

_____

_____

17. To what extent have research and development priorities been influenced as a result of your state's participation in the Rural Multiple Institutes?

_____a. Very great extent
_____b. Great extent
_____c. Moderate extent
_____d. Little extent
_____e. No extent

Comments: _____

_____

_____

18. To what extent has the output of the Rural Multiple Institutes been used in curriculum development for vocational programs in rural areas?

_____a. Very great extent
_____b. Great extent
_____c. Moderate extent
_____d. Little extent
_____e. No extent

Comments: _____

_____

_____

19. To what extent has the output of the Rural Multiple Institutes been used in the development of exemplary programs for your state?

_____a. Very great extent
_____b. Great extent
_____c. Moderate extent
_____d. Little extent
_____e. No extent

Comments: _____

_____

_____

20. To what extent has the output of the Rural Multiple Institutes been used in the development and conduct of EPDA Programs?

_____a. Very great extent
_____b. Great extent
_____c. Moderate extent
_____d. Little extent
_____e. No extent

Comments: _____

_____

_____

21. To what extent has the output of the Rural Multiple Institutes been used to increase or improve supportive services to state and local programs of vocational education?

_____a. Very great extent
_____b. Great extent
_____c. Moderate extent
_____d. Little extent
_____e. No extent

Comments: _____

_____

_____

22. To what extent has the output of the Rural Multiple Institutes been used in the development of vocational curricula to meet the needs of the rural disadvantaged?

_____a. Very great extent
_____b. Great extent
_____c. Moderate extent
_____d. Little extent
_____e. No extent

Comments: _____

_____

_____

23. To what extent has the output of the Rural Multiple Institutes been used to introduce innovations that have resulted from research into rural vocational programs?

_____a. Very great extent
_____b. Great extent
_____c. Moderate extent
_____d. Little extent
_____e. No extent

Comments: _____

_____

_____

24. To what extent has the output of the Rural Multiple Institutes been used to develop or improve career orientation for rural students?

_____a. Very great extent
_____b. Great extent
_____c. Moderate extent
_____d. Little extent
_____e. No extent

Comments: _____

_____

_____

25. To what extent has the output of the Rural Multiple Institutes been used to improve vocational guidance and placement services for rural students?

_____a. Very great extent
_____b. Great extent
_____c. Moderate extent
_____d. Little extent
_____e. No extent

Comments: _____

_____

_____

26. Please record any other reactions you may wish to offer that would be useful in evaluating the Rural Multiple Institutes.

APPENDIX J

APPLICATION FORM (Please type or print and use separate sheet if necessary)

NATIONAL INSERVICE TRAINING MULTIPLE INSTITUTES FOR VOCATIONAL AND RELATED PERSONNEL IN RURAL AREAS

GENERAL INFORMATION

Name Miss / Mrs. / Mr. / Dr. _____
(Last) (First) (Middle)

Mailing Address _____ Phone _____

_____

Indicate in order of preference three Institutes you would be able to attend.
(1) _____ (2) _____ (3) _____

INSTITUTE I - Coordination of Supportive Services for Vocational Education Students
INSTITUTE II - Planning Annual and Long-Range Programs of Vocational Education According to the Vocational Education Amendments of 1968
INSTITUTE III- Modifying Programs of Vocational Education to Meet the Changing Needs of People in Rural Areas
INSTITUTE IV - Expanding Vocational Education Curriculums to Meet the Needs of Disadvantaged Youth and Adults
INSTITUTE V - Applications of Vocational Education Innovations Resulting from Research and Development Programs
INSTITUTE VI - Orientation to New Concepts and Programs for Career Orientation in Occupational Education for Students
INSTITUTE VII- Development of Vocational Guidance and Placement Personnel

EDUCATIONAL HISTORY

Baccalaureate _____
Major area School Year

Master's _____
Major area School Year

Doctorate _____
Major area School Year

Other _____

Specialty Area (e.g. Guidance) _____

PROFESSIONAL EXPERIENCE

Current Position _____
Title Years held

_____
Employer's name Location

Major Responsibilities _____

Briefly describe <u>past</u> activities, and list any articles or other publications you have developed or contributed to which might be related to the institutes you are interested in attending.

Briefly describe <u>current</u> or anticipated (evaluation and/or program development) activities in which you are or will be involved, related to the institutes you are interested in attending.

What is your purpose in desiring to participate in these institutes?

What knowledges, skills, and/or materials do you perceive your participation can contribute most to these institutes?

What knowledges, skills, and/or materials would you most like to obtain from these institutes?

I AGREE that if accepted to participate in these institutes, I will be in attendance for the entire period. Further I understand that reimbursement arrangements will differ among the various institutes, and I agree to accept either provisions of room and board or a per diem rate, whichever is offered by the institute. I understand that reimbursement for travel will be made separately.

I HEREBY CERTIFY that if I am accepted as a participant at any of these institutes, I will act--either personally or as a member of a team--to develop a plan for implementation in my own area, and insofar as I am able I will implement that plan. Furthermore, I understand that the programs developed by these institutes will be evaluated, and I agree to furnish the information necessary to evaluate my segment of the program.

_____

Signature

PLEASE COMPLETE AND RETURN TO:

Dr. Charles H. Rogers, Coordinator
Services and Conferences
Center for Occupational Education
P. O. Box 5096
Raleigh, North Carolina 27607

APPENDIX K

THE SOUTHWIDE RESEARCH COORDINATING COUNCIL

THROUGH THE CENTER FOR OCCUPATIONAL EDUCATION

Announces

NITMIVOREPRA

A FITTING END TO THE AGE OF THE ACRONYM

FOR THE FULL STORY PLEASE TURN THE PAGE

IN THE AGE OF THE ACRONYM,
PLEASE CALL US BY OUR FULL NAME

NATIONAL INSERVICE TRAINING MULTIPLE INSTITUTES FOR VOCATIONAL AND RELATED PERSONNEL IN RURAL AREAS

Perhaps it is a function of the pace of our time, a reflection of the speed with which we live that the acronym has taken us over completely. Certainly the acronym offers an economy of speech and, even more, gives us a sense of easy familiarity with the subject, rather like knowing a very important person by his nickname. But there is something sacrificed with the acronym. All too frequently easy familiarity is really nothing more than casual acquaintanceship, and the oft used acronym becomes a cover for superficial understanding.

We would like to introduce you to a new program, one that we hope will make both the acronym and superficiality obsolete. The program's name is the NATIONAL INSERVICE TRAINING MULTIPLE INSTITUTES FOR VOCATIONAL AND RELATED PERSONNEL IN RURAL AREAS. It is designed quite differently from the seminars and institutes you are accustomed to attend, for its intention is not only to inform and instruct, but also to insure that the information and instruction received by each participant will be put into immediate and effective use.

NATURE OF THE PROGRAM

The National Inservice Training Multiple Institutes for Vocational and Related Personnel in Rural Areas is a program offered by the Southwide Research Coordinating Council, through the Center for Occupational Education, under the auspices of the United States Office of Education. The program will consist of seven separate institutes, in separate states, offered over a period of time from October, 1969 through July, 1970.

These institutes are the substance of the program. They are intended to go beyond the mere training of personnel. Cast in the form of working conferences, they are designed to produce new models for the initiation of programs aimed at resolving the problems of providing adequate vocational education and vocational guidance in rural areas. Furthermore, they are designed to establish each of the participants as a change agent in his own area, where he may assume a positive and dynamic role in effecting change.

OPERATION OF THE INSTITUTES

The seven institutes will serve a total of 545 participants, from all areas touching on vocational education. The intention of each institute is to draw together individuals from various technical areas and occupations, and pool their talents in the solution of specific educational problems. In order to create a common basis of understanding among the individual participants of the institutes, three working papers will be provided. These papers will deal with current social and economic conditions in rural areas, the role of change agents in effecting planned change, and a summary of research and development projects directed toward providing more relevant vocational education in rural areas. The papers in these areas will be completed by Dr. C. E. Bishop, Vice President for Public Service, The Consolidated University of North Carolina; Dr. Ronald Havelock, Project Director, Center for Research on Utilization of Scientific Knowledge, University of Michigan; and Dr. John K. Coster, Director Center for Occupational Education, respectively.

The greatest amounts of time during the institutes will be spent in working conferences. During these conferences, participants will be expected to contribute their own knowledge to the solution of specific educational problems, and assist in the development of operational concepts which may be used in real problem situations. Furthermore, each participant will be required to make a formal committment to use the knowledge he has obtained from the institute to implement a project, program or service based on one or more of the models developed in the institute. In fact, evidence of tentative committment will be one of the criterion for the selection of participants in the institute programs.

In order to implement this idea of commitment, each participant will develop a statement of intent, and a general plan for his project while he is at the institute. This plan will be presented to the work group for critique and suggestions, and the institute staffs and consultants will provide assistance and consultative services as requested. A statement of intent, and the general plan will be signed and turned in to the institute director. Copies of these documents will be prepared, one for the participant, one for the State Director of Vocational Education, and one for the proceedings of the institute. Furthermore, copies of the plans will be available to the evaluation team in order to assist that team in following up the results of the programs.

OBJECTIVES OF THE PROGRAM

Obviously, this program is designed to be demanding. Because it will require a personal commitment from each of the individual participants, there will be no room for the half-measure or the superficial understanding. The problems facing Vocational Education are to be dealt with squarely and firmly, and each participant will be instilled with both the ability and the desire to return to his own area and begin the task of real problem solving. The institutes will provide contributions to education ranging from the contributions to each individual participant, through career and professional development, to the state and even national level. The results will include solutions to the problems posed by the Vocational Education Amendments of 1968, the problems of program planning in rural areas, the problems of the disadvantaged, and many other specific areas facing Vocational Educators today.

THE INDIVIDUAL INSTITUTES

On the following pages there is a discussion of each of the individual institutes. These discussions will include the nature of the topics to be discussed at each institute, and some idea of the procedures which will be used and the types of participants who will be sought. Information on applications and nominations for participation in the institutes will be found on the final pages.

INSTITUTE I

TITLE: Coordination of Supportive Services for Vocational Education Students in Rural Areas

INSTITUTE CO-DIRECTORS: Dr. Robert E. Norton, Assistant Professor of Vocational Teacher Education, University of Arkansas and Dr. Denver B. Hutson, Head, Department of Vocational Teacher Education, University of Arkansas

PLACE: University of Arkansas, Fayetteville, Arkansas

INSTITUTE DATES: January 26–30, 1970

PLACES AVAILABLE: 75

PARTICIPANTS: State Directors of Health, Welfare, Employment, City Directors of Health, Welfare, Employment, IRCOPPS Representatives, State Directors of Guidance, Local Directors of Guidance, State Vocational Education Personnel, City Vocational-Education Personnel

OBJECTIVES: The primary purpose of this institute is to provide persons in leadership positions with knowledge and skills for improving the coordination of supportive services for vocational education programs. The institute will provide insights into a relatively unexplored area, and will provide trainees with the techniques and procedures necessary for implementing coordination programs.

OUTCOMES: In addition to the benefits for the individual participants, the institute will result in the preparation of three booklets which will include models for strategies and procedures of coordination. These booklets will be of great value to others responsible for coordinating programs.

PROCEDURES: Participants at this institute will review and discuss models, strategies and techniques of coordinating supportive services for vocational programs. The emphasis will be placed on services which are efficient, and effective in relating to comprehensive program needs. There will be an evaluation program which will pre-test and post-test the knowledge and attitudes of the trainees, and an opportunity for on-the-spot assessment of individual satisfaction with the program.

CONSULTANTS: Dr. Walter M. Arnold, Consultant
Pennsylvania State Department of Education

Dr. Alvin L. Bertrand, Department of Sociology and Rural Sociology
Louisiana State University

Mr. Joseph Malinski, Director of Vocational Technical Program Planning and Development Section
Minnesota State Department of Education

INSTITUTE II

TITLE: Planning Annual and Long-Range Programs of Vocational Education for Rural Areas According to the Vocational Education Amendments of 1968

INSTITUTE DIRECTOR: Dr. E. L. Kurth, Associate Professor of Vocational, Technical and Adult Education, University of Florida, Gainesville, Florida

PLACE: University of Florida, Gainesville, Florida

INSTITUTE DATES: February 2–13, 1970

PLACES AVAILABLE: 50

PARTICIPANTS: State Directors of Vocational Education, State Planning Office, Local Planning Office, Program Specialists, Fiscal Officers, Accountants, Assistant State Directors of Vocational Education.

OBJECTIVES: The primary objective of this institute is the improvement of state and local programs of vocational education, through the development of competencies and skills needed by vocational personnel responsible for the planning of programs for rural youth and adults. The institute is designed to increase the efficiency and effectiveness of those personnel involved in planning, budgeting, and evaluating annual and long-range programs of vocational education.

OUTCOMES: This institute is intended to be a developmental experience, resulting in more efficient program planning, budgeting and evaluation for realistic vocational education of high quality and efficiency in rural areas.

PROCEDURES: During the institute, project staff and consultants will make presentations to the entire group on each of the major content topics. These presentations will be followed by small group sessions, stressing the solution of practical problems of program planning, and allowing for interaction with the institute staff and consultants. Teams of participants will develop and present solutions to problems applicable to the planning of programs of vocational education for rural areas.

CONSULTANTS: Dr. Maurice Roney, Director, School of Adult and Occupational Education
Oklahoma State University

Dr. Leonard Lecht, Director, Center for Priority Analysis
National Planning Association
Washington, D. C.

Dr. William H. Curtis, Director of Research
Research Corporation of ASBO, Chicago

INSTITUTE III

TITLE: Modifying Programs of Vocational Education to Meet the Changing Needs of People in Rural Areas

INSTITUTE DIRECTOR: Dr. V. S. Eaddy, Assistant Professor of Agricultural Education, Auburn University, Auburn, Alabama

PLACE: Auburn University, Auburn, Alabama

INSTITUTE DATES: April 6–10, 1970

PLACES AVAILABLE: 120

PARTICIPANTS: Rural Superintendents, Rural Vocational Personnel, State Directors of Vocational Education, State Supervisors in Occupational Areas, Director-Area School, Junior College Deans, Community College Deans

OBJECTIVES: This institute intends to assist participants in developing efficient and effective programs to meet the vocational education needs of people in rural areas; both in-school and out-of-school youth and adults.

OUTCOMES: The outcome of this institute will be the development of a series of operational models for the modification of vocational education programs in rural areas. The results for the individual participant will be attitudinal changes, and an improved ability to render technical assistance in modifying vocational education programs.

PROCEDURES: A keynote address and three major presentations by nationally recognized authorities will provide the background for the individual work groups. Each of eight work groups will be provided with a model for vocational education, and instructed to develop that model into an operational concept. The participants will not only develop materials and guides for the solution of problems, but also commit themselves to serving as change agents in their own areas, and implementing at least one new approach for modifying the vocational program in their own state.

CONSULTANTS: Dr. Selz C. Mayo, Department of Sociology and Anthropology
North Carolina State University

Dr. Roy Dugger, Vice President
Texas A & M University

Dr. Gordon I. Swanson, Coordinator of International Programs
University of Minnesota

INSTITUTE IV

TITLE: Expanding Vocational Education Curriculums to Meet the Needs of Disadvantaged Youth and Adults in Rural Areas

INSTITUTE DIRECTOR: Dr. James E. Wall, Educationist and Director, Mississippi Research Coordinating Unit for Vocational-Technical Education, Mississippi State University, State College, Mississippi

PLACE: Mississippi State University, State College, Mississippi

INSTITUTE DATES: July 20—31, 1970

PLACES AVAILABLE: 100

PARTICIPANTS: Rural Superintendents, Rural Vocational Personnel, State Supervisors in Occupational Areas, Directors of Area Schools, State Superintendents of Instruction, Teacher Educators in Vocational Education, Teachers of Adult Education

OBJECTIVES: There will be three major objectives conceived by this institute. First, the determination of the needs of the rural disadvantaged, including their life styles, aspirations, and problems of recruitment and retention in training programs. Second, the determination of content and methods for training the rural disadvantaged. This will encompass such topics as basic education, occupational training, and articulation of training content and methods. Finally, the determination of post-training procedures and structures necessary to securing satisfactory occupational adjustment. Topics in this area will include follow-up, relocation, and adjustment counseling.

OUTCOMES: The participants knowledge of the needs of the rural disadvantaged will be strengthened through an interdisciplinary approach to the understanding of rural problems. Furthermore, the institute will produce greater awareness of the need for post-training follow-up and intensive occupational adjustment counseling.

PROCEDURES: Each participant will enter a simplified planning process at the beginning of the institute, and emerge two weeks later with a plan format containing suggested procedures and structures for a program or programs of vocational education for segments of the rural disadvantaged. This process will be effected through the work group sessions in consultation with the institute staff and consultants.

CONSULTANTS: Dr. Gene Bottoms, State Department of Education
Atlanta, Georgia

Dr. W. C. Boykin, Department of Vocational Education
Alcorn A & M College

Dr. Joseph E. Champagne, Human Resources Program
University of Houston

INSTITUTE V

TITLE: Rural Area Applications of Vocational Education Innovations Resulting from Research and Development Programs

INSTITUTE DIRECTOR: Dr. Douglas C. Towne, Assistant Professor of Education and Director, Occupational Research and Development Coordinating Unit, University of Tennessee

PLACE: University of Tennessee, Knoxville, Tennessee

INSTITUTE DATES: May 3–8, 1970

PLACES AVAILABLE: 50

PARTICIPANTS: Rural Superintendents, State Directors of Vocational Education, Assistant State Directors, State Superintendents of Instruction, Research Coordinating Unit Directors, Rural Directors of Research

OBJECTIVES: The objective of this institute is to bring together vocational education researchers and practitioners with information science researchers in order to develop and test models for the application of vocational education innovations resulting from research and development programs.

OUTCOMES: The institute will provide models for the development of new programs in vocational education, with special relevance for rural areas. These models will be designed primarily for use in activities related to the Vocational Education Amendments of 1968, but will be generalizable to other program aspects of vocational education.

PROCEDURES: Five papers will be provided for the institute participants on various aspects of information utilization and simulation. These will provide a common background from which individual participants will draw in completing exercises on technical information, document information, and planned change. Participants will develop plans for implementation in their own states.

CONSULTANTS: Dr. Allen Kent, Director, Knowledge Availability Systems Center
University of Pittsburgh

Dr. Ronald Havelock, Project Director, Center for Research on Utilization of Scientific Knowledge
University of Michigan

Dr. Clarence Williams, formerly, Chairman, National Conference on Visual Literacy
University of Rochester

INSTITUTE VI

TITLE: Orientation to New Concepts and Programs for Career Orientation in Occupational Education for Students in Rural Areas

INSTITUTE DIRECTOR: Dr. James E. Bottoms, Associate State Director for Vocational Education for Leadership Services, Georgia State Department of Education, Atlanta, Georgia

PLACE: North Carolina State University at Raleigh, Raleigh, North Carolina

INSTITUTE DATES: June 22–26, 1970

PLACES AVAILABLE: 75

PARTICIPANTS: Rural Superintendents, State Directors of Vocational Education, Rural Principals, Non-school Vocational Principals, Curriculum Experts, APGA Guidance, AVA, School Administrators Association, State Guidance Supervisors, State Superintendents of Instruction

OBJECTIVES: This institute intends to provide participants with a more complete understanding of the needs for career orientation programs, and a better look at new concepts and exemplary programs for career orientation and occupational education.

OUTCOMES: The institute will produce guidelines, strategies and models for instituting programs designed to orient elementary, junior high school and senior high school students to careers in contemporary American society.

PROCEDURES: Qualified personnel will make presentations designed both for information purposes, and for purposes of presenting models for promoting career development from kindergarten through the twelfth grade. Working groups will prepare formats for the development of procedures to implement the models. Each participant will develop a plan for disseminating information on the models presented, and for their actual implementation in his own state. Where there are several participants from a single state, the representatives will work as a team.

CONSULTANTS: Dr. Kenneth B. Hoyt, Chairman, Counselor Education Program
University of Iowa

Dr. Eldon E. Ruff, Department of Guidance
Indiana University Extension Center

INSTITUTE VII

TITLE: Development of Vocational Guidance and Placement Personnel for Rural Areas

INSTITUTE DIRECTOR: Dr. Harry K. Brobst, Professor of Psychology, Oklahoma State University, Stillwater, Oklahoma

PLACE: Oklahoma State University, Stillwater, Oklahoma

INSTITUTE DATES: July 5–9, 1970

PLACES AVAILABLE: 75

PARTICIPANTS: Rural Superintendents, Rural Vocational Personnel, State Directors of Vocational Education, Assistant State Directors, State Supervisors in Occupational Areas, Directors of Area Schools, Junior College Deans, Rural Principals, A. P. G. A. Guidance, State Directors of Guidance, Local Directors of Guidance, Teacher Educators-Vocational Education, RCU Directors, Vocational Education Directors, Rural Classroom Teachers, Counselor Educators, AVA Guidance, Community College Deans.

OBJECTIVES: The primary objective of this institute is to demonstrate ways in which services and competencies of vocational counselors, and other placement personnel, can be increased and improved.

OUTCOMES: Models and plans for action will be derived to fit five major problem areas. These areas are: (1) changing the educational environment in rural areas, (2) utilizing community resources in counseling and placement, (3) placing rural youth in vocational and technical jobs, (4) selecting and training counselors for rural areas, and (5) designing innovative counseling and placement programs for rural youth.

PROCEDURES: The program for this institute will center around two formal lectures by nationally known authorities, and two panel discussions. The lectures will cover the present status of guidance and counseling, and the preparation of counselors to meet the needs of youth in rural areas. Small group discussions will begin on the first day of the institute, and each group will be assigned a specific topic for analysis and development. Reports from the groups will be presented to the entire institute on the last day. These group sessions will be designed to produce new models and programs for improving vocational guidance and placement services in rural areas.

CONSULTANTS: Dr. Kenneth B. Hoyt, Chairman, Counselor Education Program
University of Iowa

Dr. Norman Gysbers, School of Education
University of Missouri

STEERING COMMITTEE

Dr. John K. Coster
Director, Center for Occupational Education
North Carolina State University at Raleigh
Project Director, Chairman

Dr. Joseph R. Clary
Director, North Carolina Research Coordinating Unit
North Carolina State University at Raleigh
Associate Project Director

Dr. Charles H. Rogers
Coordinator of Services and Conferences
Center for Occupational Education
North Carolina State University at Raleigh
Associate Project Director

Dr. Bert W. Westbrook
Coordinator of Research
Center for Occupational Education
North Carolina State University at Raleigh
Associate Project Director

Dr. Robert E. Norton
Assistant Professor of Vocational Teacher Education
University of Arkansas
Director of Institute I

Dr. E. L. Kurth
Associate Professor of Vocational, Technical, and Adult Education
University of Florida
Director of Institute II

Dr. Vanik S. Eaddy
Assistant Professor of Agricultural Education
Auburn University
Director of Institute III

Dr. James E. Wall
Educationist and Director, Mississippi Research Coordinating Unit
for Vocational-Technical Education
Mississippi State University
Director of Institute IV

Dr. Douglas C. Towne
Assistant Professor of Education
University of Tennessee
Director of Institute V

Dr. James E. Bottoms
Associate State Director of Vocational Education for Leadership Seminar
Georgia State Department of Education
Director of Institute VI

Dr. Harry K. Brobst
Professor of Psychology and Director, Bureau of Tests and Measurements
Oklahoma State University
Director of Institute VII

Dr. Otto P. Legg
Division of Vocational and Technical Education
U. S. Office of Education

Mr. Jack A. Wilson
Division of Comprehensive and Vocational Education Research
U. S. Office of Education

NORTH CAROLINA STATE UNIVERSITY | AT RALEIGH
NORTH CAROLINA

CENTER FOR OCCUPATIONAL EDUCATION
RESEARCH-DEVELOPMENT-TRAINING

August 1, 1969

Dear Colleagues:

The brochure you have in hand today has given you some idea of the nature of our program, and the content of the individual institutes which comprise that program. However, there is something which no brochure can provide, and that is the sense of purpose and conviction which motivates those who have been involved in the creation of this program. I would like to try to convey, through this letter, some of our feelings about the project.

You will have noticed from the descriptions of our institutes that our program has been focused on assisting in the implementation of the provisions of the Vocational Education Amendments of 1968. Of course, it would have been relatively easy to design a program solely to provide information about these Amendments. This was not the road chosen. Instead, in the development of this project, we took into consideration the fact that implementation, and not information, was what was needed most. It seems to me that this attitude has made our project somewhat unique.

The idea which was to guide us through our planning stages, and into the finalization of the project itself, was the idea of product development. What this means in simple terms is results. In order to obtain these results, we had to think along lines of personnel development, which brought us to the idea of the change agent. As we see it, the change agent is a man who has not only the knowledge to effect change, but also the desire and the willingness. Because all of these prerequisites are important, the training of the change agents is a complex process. It requires the input of information, the guidance of the trainee, and most of all the instilling of personal confidence in each individual. Obviously then, since our change agent is to become a very special type of person, we had to add the idea of commitment.

Commitment is the cornerstone of our project. It means that each applicant must dedicate himself to the implementation of one or more of the products of the institute which he attends. In effect, it guarantees that his knowledge will not rest idlely, but be put to productive use in his own home state.

Finally, in order to further insure the success of our program, we instituted a plan for evaluation. This evaluation will have both short-term and long-term effects. Since each institute will be evaluated on the spot for its short-term gains, each suceeding institute, after the first, will have input from the evaluation of the previous institutes available for consideration. The long term evaluation will follow-up the projects of the individual participants to determine how effectively the information provided at each institute has been implemented.

In this brochure we mentioned the end of the age of the acronym, and we talked about the idea of superficiality. Well, the age of superficiality is ended too. The time for rhetoric is past, it is time now for understanding, and for action.

John K. Coster

John K. Coster
Director

THE UNIVERSITY OF NORTH CAROLINA, William Friday, President, comprises: *North Carolina State University at Raleigh, the University of North Carolina at Chapel Hill, the University of North Carolina at Greensboro, and the University of North Carolina at Charlotte.*

APPLICATION

Applications to the individual institutes may be obtained by completing the tear-off portion of the back cover of this brochure and returning the completed form to the:

Center for Occupational Education
One Maiden Lane
Raleigh, North Carolina 27607

Nominations to the institutes may be made to any individual merely by forwarding the name and address of the nominee (or nominees) to the Center for Occupational Education. The nominees will then be provided with brochures and application blanks. Because of the limited number of places available, nominees will not necessarily be automatically accepted for admission to the program.

SELECTION OF TRAINEES

Since there are places for only 545 participants, trainees must be carefully selected. The selection process will center around the maximization of the potential of each institute. Therefore, special attention will be given to producing a team of vocational education and related personnel who will be capable of attacking and solving the problems posed by the institutes. Although all states are to be served through this program, the selection of trainees is likely to reflect the fact that those states ranking high in rural characteristics are likely to furnish a greater number of applicants. The applicants for the institutes will be evaluated on the basis of training, experience, potential for implementing the products of the institute, and, importantly, commitment to implementation.

REIMBURSEMENT

Subsistence allowances, while the institutes are in progress, will be provided either by stipend, or by the provision of room and board by the sponsoring institutions. Information concerning the amount or type of subsistence allowance will be available from each of the individual institutes.

Reimbursement for travel will be based on tax exempt tourist air fare; or mileage at 8-cents per mile, whichever is less; for reasonable travel to and from the institutes.

SPONSORSHIP

The National Inservice Training Multiple Institutes for Vocational and Related Personnel in Rural Areas is a project of the Southwide Research Coordinating Council, offered through the Center for Occupational Education of the North Carolina State University at Raleigh. The program is under the sponsorship of the Organization and Administration Studies Branch, Division of Comprehensive and Vocational Education Research, Bureau of Research, in cooperation with the Division of Vocational and Technical Education, Bureau of Adult, Vocational and Library Programs at the Bureau of Educational Personnel Development, U. S. Office of Education. All work in connection with this program is performed pursuant to a contract with the United States Office of Education.

- CUT ALONG THIS LINE -

NATIONAL INSERVICE TRAINING MULTIPLE INSTITUTES FOR VOCATIONAL AND RELATED PERSONNEL IN RURAL AREAS

REQUEST FOR APPLICATIONS

Please forward _____ applications to me at the following address:

Name: _____

Street: _____

City: _____

State: _____ Zip Code: _____

Please indicate the institute(s) you are interested in attending: _____

Return completed form to:

Center For Occupational Education
One Maiden Lane
Raleigh, North Carolina 27607